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ABSTRACT

Designed to observe changes in biracial student behavior brought about by Project BACSTOP (a series of structured experiences in a variety of wilderness settings meant to bring students of different races together in stressful adventure activities geared to promote interaction, communication, and cooperation), this evaluation studied five different types of situations among seventh grade students at Northwestern Junior High School to determine the extent of biracial student interaction. The evaluation design consisted of four product objectives, each of which was analyzed for level of attainment. Data indicated a notable parallel between BACSTOP and a lowered level of interracial violence in the school. During the implementation of the program, a worthwhile level of positive biracial interaction occurred. There was no evidence to suggest that the operation of the program adversely affected academic achievement. In fact, there appeared to be positive gains. Although other factors could have accounted for some of the positive changes noted, it was the opinion of the evaluation staff that the BACSTOP program made a positive contribution to those changes and that it was a major factor in the improvement of the educational quality and the social climate at Northwestern Junior High School. Appendices consist of various documents and forms used in the evaluation. (CM)

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STOP BAGS

STOP BAGS

BETTER ACQUISITION OF COGNITIVE SKILLS
THROUGH OUTDOOR PROGRAMMING

BATTLE CREEK PUBLIC SCHOOLS
BATTLE CREEK, MICHIGAN

RC 012553

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PROJECT BACSTOP*

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EVALUATION REPORT

1974 - 1975

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*Better Acquisition of Cognitive Skills Through Outdoor Programming

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CHAPTER ONE

DESCRIPTION OF PROJECT

A. OVERVIEW

The Battle Creek School District has used its extensive outdoor education experience and staff to develop and test some notions about effecting some positive changes in inter-racial interaction among seventh grade students in the most racially troubled junior high school in the system.

The concept was to develop a series of structured experiences in a variety of wilderness settings which would bring students of different races together in stressful adventure activities designed to promote interaction, communication and cooperation among participating suudents.

B. DESCRIPTION OF PROJECT BACSTOP

1. Needs Assessment

A starting point. As whites and blacks within the seven elementary feeder schools for Northwestern Junior High School move from those individual schools to one large junior high school, the acceptance of whites for blacks and blacks for whites has historically dissolved into a condition of racial separatism and isolation among groups of students who formerly associated freely with each other.

This condition within the school had a significant negative impact on the school's ability to develop cognitive skills within these incoming seventh grade students. Diversionary attitudes and energies generated by this racial conflict had led to:

a. days when the faculty and administration devoted their time to "just keeping the lid on.". Little or no instruction occurred on these days.

b. teachers becoming unwillingly committed to or isolated from groups of students by virtue of the teacher's color and the student's perception of the teacher's attitudes toward student feelings.

c. the instructional leadership (the administration) becoming preoccupied with "keeping the lid on" rather than concentrating on those activities that would upgrade the instructional program within the building.

d. students themselves being preoccupied with shakedowns, assaults, racial slurs and other kinds of conflict occurring both in and out of the classroom.

e. a high rate of student absenteeism by students who saw staying away from school as the only way to avoid unpleasant confrontation.

f. parental perception of the school as a "racial battleground" rather than a place of educational opportunity for their children.

The belief that these conditions were affecting cognitive development among students at Northwestern Junior High School was further supported by low test scores on the Michigan State Assessment Test for seventh grade students in the school.

2. The Community

Northwestern Junior High School is geographically located between two disparate residential populations. The areas to the south, east, and north of the school are heavily Black, and reflect a lower middle class to upper lower class socio-economic group. They occupy approximately three square miles. Within sight of Northwestern is a federally subsidized apartment complex for low income families. There are seldom any White families in this complex, due to the extreme pressures they have been subjected to by the other residents. Several units in this complex remain vacant, because the complex has been the site of many disturbances, and association with it carries a strong social stigma. It is viewed by some members of the community as a Black stronghold. Another federally subsidized apartment complex is located approximately one-fourth of a mile from the school. It exists as an island with no real neighborhood at its borders. It is predominately Black, with a small number of White families. It has been periodically the scene of racial tension, but not with regularity.

The majority of the area is occupied by single family homes which are reasonably well maintained. The presence of homes converted to multiple family dwellings is more than occasional, but apartment buildings per se are few. Where these apartment buildings exist, they are unattractive and in poor condition. The neighborhoods in which they are located show the lack of care.

The area to the west of Northwestern is heavily White and reflects a broad middle class socio-economic background. It extends five miles from the school beyond the northwestern limit of the city and includes approximately eleven and one-half square miles, sections of which are more rural than urban. Some of these sections are integrated in varying degrees. The more populated general urban area which makes up the majority of the White residential population is referred to as Urbandale and is considered by some as a White stronghold.

The homes are mostly single family dwellings and reflect the full breadth of the middle class socio-economic strata. There are several concentrations of homes which reflect upper middle class criteria, several concentrations which reflect lower middle class criteria, and the larger remainder which is essentially middle-middle in make up.

Black families living within the predominantly White residential area are there by choice, and seem to be accepted by their neighbors. The White families living within the predominantly Black residential area

are usually long-time residents who have seen their neighborhood change from all White to nearly all Black. In these cases, their children are beyond school age. The few White families with school age children, living in the predominantly Black areas, have experienced isolation from their neighbors, and their children have invariably been the targets of overt aggression.

3. The School

Northwestern, with 780 students is the largest of the four junior high schools in Battle Creek. The student population is 55% White and 45% Black. Only five students come from Spanish American or American Indian backgrounds. These students are of mixed heritage and are assimilated by the White majority. Approximately 25% of Northwestern students come from economically disadvantaged homes and receive Federally subsidized lunches and other benefits through private, local funding sources. Approximately 39% of Northwestern students score sufficiently below grade level as to qualify for Title I assistance.

During the 1968-1972 years, Northwestern acquired the reputation as the "most racially troubled" junior high school in Battle Creek. Racial conflict was an expected problem to be dealt with sometimes on a daily basis. Students harassed each other and took sides always along color lines, and students harassed teachers, counselors and administrators, using accusations of prejudice as their main theme. Fights between individuals of opposite color were common and frequent, often snowballing into group hostilities which totally disrupted the educative process. At times, classes were suspended as students were simply contained in classrooms during times of tension. Certain times during the school year were more violent than others. Each Friday was a day of high potential trouble, and the days preceding the traditional vacations, Thanksgiving, Christmas, Spring Break and the end of the school year, were almost certain to be accompanied by individual and group action. Tuesdays seemed to be troublesome days and October was characteristically an uneasy month.

4. General Goals

It was hoped that, as the project developed, momentum toward a total school response would occur. That is, as each seventh grade participated in the BACSTOP activities and advanced to the eighth and then the ninth grades, the impact of the emphasis on an improved racial climate would create the expectation of harmony rather than that of dissonance.

Two major goals were identified:

a. To create a mechanism that would stop and reverse the racial separatism and isolation pattern that began to develop among new seventh grade students entering Northwestern Junior High School each year.

b. To improve the educational performance of seventh grade students in basic skills by refocusing student, faculty, and administrative attention on the cognitive responsibilities of the school again.

Several operational subgoals were identified that would hopefully reduce racial tension in the school, freeing students, faculty and administration to concentrate on improving cognitive growth. Among these goals are:

a. more opportunity within the school setting must be provided to create understanding, trust and knowledge of others...including faculty-faculty, student-student and student-faculty relations.

b. more opportunity for "physical togetherness" as a basis for creating commonality of experience and communications for a purpose.

c. creating a setting where students and faculty have a personal-felt need to know each other and communicate with each other.

d. creating a setting where human sensitivity...compassion and responsibility for others is actively cultivated by design of the educational leadership in the school.

5. Activities

All activities were designed to bring students into early contact with each other in situations requiring that they communicate with each other and work together to bring about a positive and successful experience. It was anticipated that these dynamics would carry over into the regular school program when students returned to their ongoing educational activities.

Five activities were developed as the major thrust of the outdoor program, each activity encompassing two days and one night. All overnight sessions were held in the out-of-doors at various locations used for the individual BACSTOP activities. In addition, each student was given the opportunity to sign up for one five-day activity if he/she wished. Students were given the choice of five days in the winter in an isolated wilderness setting, or five days in the spring on a wilderness canoe trip in a remote area of Northern Michigan. If a student participated in all possible activities, he/she experienced fifteen days in the out-of-doors.

Each activity was designed to accomplish specific objectives relating to the overall goals of the project. For each activity, students were assigned to integrated patrols of ten or fewer members. The proportion of minority/majority assignment was dependent upon the numbers of Blacks and Whites participating in each activity. Groups were formed using the social studies classes at Northwestern as the source. A breakdown of Black and White males and females in these classes led to the assignment of which students would comprise a group. For example: the

ideal girls group would number between 27-32 girls with 9-12 Blacks and 18-20 Whites. This balance was achieved by combining the girls from two or three social studies classes into one group which remained the same throughout the school year. It was from these groups that the patrols were formed, each patrol reflecting a proportionate number of Blacks and Whites actually present for the activity. In some rare instances, there were an unusually low number of participants from one or the other racial populations. When this occurred, some patrols were not integrated. This was done to insure that the minority students were not totally isolated among a majority patrol, and to enhance the quality of the interaction among the members of the integrated patrols. It was discovered that fewer than three members of either race could not function effectively in a patrol situation without feeling outnumbered and overwhelmed. Unfortunately, there were times when there were patrols which were not integrated. On these occasions, patrol leaders emphasized the objectives of BACSTOP on a cognitive but more abstract level.

The ropes course, the wall and beam, and the first experience in outdoor living comprise the first two day BACSTOP activity. The ropes course is a series of physical and mental challenges to be performed by individuals with the assistance of two or three other students from their patrols. These working sub-groups are integrated by the patrol leaders. The members of the sub-group are responsible for assisting each other in the performance of the tasks encountered, each member having his/her turn on the obstacles on the ropes course. The performer must at times trust his/her physical safety to those students who are assisting him/her. The assistants must accept the responsibility of providing assistance. The nature of the tasks to be performed is one of adventure and reasonable stress. At times, students are as high as thirty feet off the ground. In cases like these, safety lines assure that no student can fall to the ground. In the ropes course, students learn to trust each other and to be responsible for each other. An expected natural consequence of real stress and real responsibility is the spontaneous support and encouragement freely given among members of the sub-groups. There is only one patrol on the ropes course at any given time. Three adults trained to supervise these activities are always present with each student patrol.

The wall and beam are obstacles in the truest sense. The wall is a twelve foot vertical plane, and the beam is a log lashed to two trees. It is seven feet off the ground. The purpose of these obstacles is to demonstrate that we can accomplish more by working together than we can by working alone. Each patrol is given the assignment to get all members over the wall and beam, with the restriction that, once over, a patrol member may not assist in any way except to prevent others from falling. In attempting these tasks, the patrol is involved in a common challenge. There is no success for an individual, because no seventh grade student working alone can even approximate getting over the obstacles unassisted. As a patrol devises its plan and attempts to carry it out, members enter into a physical relationship which is based upon a mental disregard for color. Essentially, separate individuals become a group as the patrol lends itself to the

common goal. Two adults supervise each patrol as it meets these obstacles. There is a conscious de-emphasis on the length of time a patrol might require on the wall and beam. The emphasis is on group interaction and effort which may lead to success in overcoming these obstacles.

During this first activity, students are taught the basics of outdoor living. They become familiar with the equipment they will use while they live in nature. Students are taught the safe use of such things as a cook-stove. or a camp fire, and the proper use of their tents, packs, sleeping bags, utensils, implements, and rain gear, if necessary. Throughout the entire year, there is an emphasis on an environmental ethic of respect for all of nature.

A part of each activity is the patrols' selection of their menus. Each patrol is allowed to "spend" an established amount for food according to the number of members it has, including its leader and any other adult or guest assigned to it. Sub-groups within each patrol are assigned the job of planning and selecting specific meals which the patrol will share. Menus must reflect nutritional balance, and the food is obtained in a small "store" stocked with a variety of choices. The purpose of the store and patrol selection of their food is to promote communication/negotiation and to make the patrol responsible for itself.

The second activity experienced by a BACSTOP student is a two day canoe trip on a nearby river. After the initial patrol assignments, the patrol selection of provisions, and the issuing of gear, students are assigned to a canoe on an integrated basis. A student's canoe partner may not be the same as his tent partner, and these partners may not be the same as the sub-group members who work together on the variety of tasks which must be carried out during the course of the expedition. The purpose of this activity is to bring students into contact with others in close working relationships which require cooperation and teamwork. Students are given no further instruction in outdoor living, but must rely on the lessons of their first experience. Minimal instruction concerning the operation of a canoe is given, so that the real learning and coordination is gained on the river. Full life jackets are required at all times on the river, and two adults are with each patrol.

The third two-day BACSTOP activity is back-packing. After the initial patrol business, students are taught the basics of the use of maps and the compass and then transported to a nearby State Forest where they are instructed to follow a compass bearing to a previously established camp site. Students are then left to work as a patrol in negotiating the course they have been given. Patrol leaders sometimes follow at a reasonable distance without the knowledge of the patrol, and sometimes accompany the patrol without giving assistance. It is the purpose of this activity to create a real situation in which the patrol must work together to achieve the desired goal: reaching their destination within a certain time frame. This activity is frequently performed in cold weather and even snow. Careful instruction in cold-weather camping is provided by the patrol

leaders prior to departure, and close supervision is given as camp is established. The added stress of inclement weather intensifies this experience, and the pride of accomplishment becomes clearly evident. Two adults accompany each patrol.

By the fourth two-day activity, it is hoped that there will be a reasonably heavy ground cover of snow. The activities are cross-country skiing and winter camping. Although no additional instruction in cold weather camping is given formally, each student is checked periodically to insure that he/she will not experience unusual or undue discomfort from the conditions encountered. This activity is similar to the backpacking experience in that it takes place in a forested area and students are given the assignment of using map and compass to negotiate a pre-determined course. Students do not carry full packs while on skis. Rather, the packs are delivered to the camp site. If there is a site which affords the availability of cabins for patrol use, these may be used instead of camping. The advantage of using cabins for this activity is that there is the opportunity for group interaction during the evening hours; whereas, when students have only their tents and sleeping bags to escape the cold, very little group interaction takes place once the camp site has been reached. By the time this activity occurs, students are participating because of a sincere dedication to BACSTOP and its goals. The emphasis on skis is in having fun together. The emphasis in the camp should be communication and sharing at a personal level. Two adults accompany each patrol.

The fifth two-day BACSTOP activity occurs in the spring. During the winter months, there are fewer students who are willing to participate in activities which subject them to low temperatures for extended periods of time. For this reason, this final activity is designed to recapture the spirit of adventure and reasonable stress, in an attempt to bring the entire seventh grade together again in an atmosphere of close association. This activity is rappelling and climbing. After the initial patrol business, students are transported to an area which offers sheer cliffs. Rappelling is not taught as a skill to be further developed by the student on his/her own. Rather, the emphasis is on meeting the real challenge of overcoming one's fear of height, trusting the patrol leaders' instructions for a successful descent, knowing the exhiliration of accomplishment, and again becoming aware of others and their feelings in a difficult situation, as on the ropes course. This activity is performed on the first day of this expedition. That night students are taken to an isolated area and instructed to select tent partners. Again, the emphasis is on having the maximum number of integrated tents. Each pair of students establishes a camp separate and apart from the rest of the patrol, and is instructed to remain at that location until the patrol leader comes for them the next morning. The patrol leaders make regular rounds to assure that all is well at each mini-solo site. In case of emergency, students have been provided with referee whistles which would be used to summon aid. The patrol leaders camp is in the immediate vicinity. This portion of the experience is designed to permit students to experience only themselves and one other person for an extended period of time under circumstances in which they feel

they need each other. On the following morning, patrols are assembled and scheduled onto artificial climbing walls which have been constructed in a barn. During this phase of the final activity, students are given the opportunity to test themselves against the walls and the pull of gravity. Both of these exercises, rappelling and climbing, require the proper use of professional climbing gear, and specific instruction which is provided by the outdoor staff. These activities require the total attention of all staff. Further, these activities must be supervised only by personnel who have achieved a high level of expertise in them. The skills are highly technical, and should not be taught or supervised by novices.

Between the fourth and fifth two-day activities, there was a period of several weeks. During this time students could sign up for a five-day expedition if they wished. They are given two choices: a five-day wilderness expedition in an isolated area in Northern Lower Michigan durnng January-February, or a five-day canoe trip on a remote river in Northern Michigan in the Spring. The emphasis on the week-long trips is in working as a patrol to have a successful experience despite the physical hardships and the mental challenges encountered.

The winter wilderness trip requires that students carry all of their gear in back-packs to an isolated cabin which will be their home for three days. This is done on cross-country skis. During this week, the patrols explore many acres of wilderness as they travel up to thirty miles on their skis. They find only primitive conditions in their cabins: no electricity, no running water, and no heat other than a fireplace and a wood burning stove, also used for cooking. There is a pump outside and an outhouse. Patrol members must work closely together, each person having responsibilities to carry out for the benefit of the entire patrol. The physical exertion involved during this activity is great. The emotional exertion is sometimes greater. During this activity, with their everyday defenses down, students tend to establish genuine relationships rather than acquaintanceships.

The week-long canoe expedition covers up to eighty miles in three days on the river. Students soon learn that they, not the river, must propel the canoe downstream. The regular exertion of paddling, accompanied by the daily tasks of making and breaking camp, cooking, and performing clean-up chores combine to bring life again to a very real and basic level, much as is experienced on the wilderness expedition. The necessity for almost constant work makes the leisure time planned in the evenings and stolen at other times extremely significant. Again, acquaintanceships become relationships.

Throughout participation in the above activities, students are brought into intense and real contact with their peers. Through these experiences, BACSTOP attempts to transform young human beings into young humans becoming.

CHAPTER TWO

THE EVALUATION DESIGN

The overall objectives of Project BACSTOP have remained essentially unchanged since their inception in the winter of 1972. The goal of its initiators was for the school to create and maintain a mechanism that would increase the level of positive biracial interaction and decrease the level of negative interaction, especially negative situations involving groups of students at Northwestern Junior High School. This was to be accomplished without adversely affecting the academic achievement gained by those same students. Although these goals have remained constant, the process of evaluating the degree to which they were achieved has been continually developed and refined.

A. GENERAL OVERVIEW OF THE EVALUATION PROBLEM

The initiators of the program realized at the outset that evaluation would be both highly important and quite complicated. It required the development of measurement techniques which would sensitively chart the changes in the ways that students related to each other and to the school. This is essentially a sociological problem of describing and explaining human behavior. Ultimately, of course, change in student behavior was what the program sought to produce. For that reason, the evaluation design has consistently sought to directly measure the behavior of students as it occurred in school and on the trips rather than rely upon second hand reports of behavior or on hypothetical statements about how someone might behave in certain circumstances.

This means that surveys of attitudes were not included in the evaluation design. It was felt by the evaluation staff that attitude measures conducted to gain information about such socially sensitive issues as racial relationships are subject to considerable error. There are understandable reasons for such errors. On such issues there are fairly clear and socially approved points of view. Knowing these, people often report one type of behavior but engage in another. Furthermore, there is a tendency for people interviewed to provide the researchers with information that enhances the self image of the informant and simultaneously pleases the data gatherer. People may sincerely wish or believe that certain behaviors are occurring, and report that they are. But in the final analysis, such reports may be verified only by direct observation of events.

To avoid these problems this evaluation model has consistently sought to anchor its data and analysis to directly observed behavior. This has added strength to the research design but raised additional problems characteristically encountered in social science research. Ideally, the best way to observe the interaction among people would be to have trained observers present at all places at all times when Black and White students were together. Such a technique, called participant observation, is used widely in research situations, and its findings possess high validity and unusual sensitivity. Unfortunately, such data gathering and evaluation is extremely expensive and time consuming to conduct.

What was needed was a system to observe biracial student behavior which overcame these problems. It needed to sensitively monitor that behavior at regular and controlled intervals, at relatively little cost, using a small number of trained investigators. Such a plan would have to address itself to four major areas of inquiry:

I. What was the extent of positive biracial interaction between seventh grade students at Northwestern Junior High School throughout the 1974-75 school year?

II. What was the extent of negative biracial interaction between seventh grade students at the school during the 1974-75 school year?

III. What were the nature and number of negative biracial incidents which involved larger groups of opposite race students, i.e. "snowballing" incidents which occurred among the entire student body at the school during the 1974-75 school year?

IV. What was the nature of academic achievement among seventh grade students at the school during the 1974-75 school year?

Each of these areas of inquiry raised further questions about how the design would be developed and implemented. Of particular difficulty were the questions which dealt with biracial interaction: 1) Which types of situations would allow inferences to be drawn about the nature and extent of biracial interaction? 2) How often should each situation be monitored to gather data? 3) How many measures of biracial interaction would allow inferences to be reasonably drawn about the overall level of biracial interaction? These questions were formulated during the late summer of 1974 by a cooperating team of university persons, administrators from the Battle Creek Public Schools, representatives from the Michigan State Department of Education and the Director of Project BACSTOP. Over a period of several weeks beginning on August 1974, the evaluation design was developed and refined. Measurement devices were designed and pilot tested, criteria for success were established, data schedules made, and techniques for analysis were agreed upon. Formal implementation of the evaluation design occurred in October, 1974.

B. THE EVALUATION DESIGN

1. Product Objective I

"Seventh grade students at Northwestern Junior High School will display an increased level of positive biracial interaction with members of the opposite race throughout the 1974-75 school year."

Determining the level of positive biracial interaction was not a clearly or easily defined problem. It was suspected that students would interact differently in different situations. Interaction might vary when teachers were present or not present. It might vary when students were engaged in voluntary social interaction as opposed to involvement in academic tasks. It might vary considerably when students were in

school or engaging in the planned outdoor activities which were part of the BACSTOP program. No single system of observation of behavior would reveal the nature of biracial interaction in all of these different situations. Consequently, the evaluation was designed to include several types of observations in several types of situations in which students were together. With a sufficient number of types of behavioral observations, it would be possible, in theory at least, to infer the general nature of biracial interaction with a reasonable degree of confidence. It was decided to observe five different types of situations in which students would or could interact biracially:

i) A situation in which students were to make a choice of a hypothetical partner to engage in several diverse hypothetical activities. This was to be measured with a sociogram.

ii) A situation in which students were required to actually choose another student to work with on a real academic task under direct teacher supervision. This was to be measured with an observation checklist.

iii) A situation in which students were actually required to sit next to another student in an informal academic situation under indirect supervision by a teacher. This also was to be measured with an observation checklist.

iv) A series of non-academic situations connected with the outdoor activities in which students could voluntarily interact with whom they wished under indirect teacher supervision. This was to be measured with a series of systematically taken photographs.

v) A non-academic, social situation in which students could voluntarily interact with whom they wished under only indirect teacher supervision. This was to be measured with a series of systematically taken photographs.

These five different types of situations were observed using different types of observation instruments most appropriate to the specific nature of the situation; however, the overall objective for observing each situation was the same: To determine the extent of biracial student interaction.

a) CRITERION FOR SUCCESS. The criterion level for each measure was also the same: whether a significant increase in the level of biracial interaction occurred over the course of the year in each of the measurements.

b) DATA COLLECTION. Data for each measure was collected on a regular basis, depending upon the type of measurement technique. A complete description of the data collection occurs in the section on each measure used.

c) DATA ANALYSIS. In each of the measurements, the mean level

of biracial interaction was computed by class or group for each month. Tables showing the levels of biracial interaction were prepared. In each of these, the evaluation question read the same: "Was a significant increase in biracial interaction over initial levels observed?" A significant increase in either a single measure or in the average was judged to be acceptable. Where no increases were observed, no further analysis was needed. Where an increase existed, a simple statistical test of means was employed. Aggregate totals of the mean scores for biracial interaction were also computed across measures. The data from each measurement module and the across measures analysis are further discussed in sections in Chapter III entitled: "Interpretation of Results". The evaluation team also felt that thoughtful consideration of the data was of equal value as statistical analysis, and discussions are also found in the sections on "Interpretation".

d) DATA MODULE ONE: HYPOTHETICAL CHOICE OF PARTNERS TO ENGAGE IN SEVERAL DIVERSE HYPOTHETICAL ACTIVITIES. The evaluation team administered a sociogram questionnaire which asked students to select two partners for three different types of hypothetical activities. The students were to choose partners they would like to go to a party with, do an academic assignment with, and go camping with. The same questionnaire was administered to the same seventh grade social studies classes four times during the year, in October, December, February and April.

e) DATA MODULE TWO: REQUIRED ACTUAL CHOICE OF A PARTNER TO WORK ON AN ACADEMIC TASK UNDER DIRECT TEACHER SUPERVISION. The evaluation team administered a qualitative checklist to record the level of biracial interaction within seventh grade social studies classrooms when students were given an academic assignment which forced them to work in teams of two. The students could choose to work with whomever they wished. The academic assignment was essentially the same each time it was administered, though insignificantly small changes were made. The assignment and the observations were made in the same social studies class at four times during the year, October, December, February and April.

f) DATA MODULE THREE: REQUIRED ACTUAL CHOICE OF ANOTHER STUDENT TO SIT NEXT TO DURING AN INFORMAL ACADEMIC SITUATION UNDER INDIRECT TEACHER SUPERVISION. After training by the evaluation team, a classroom teacher administered an observation checklist to record the level of biracial interaction when students were in an informal academic situation. Three seventh grade English classes were given a free class in the library, during which time they were to pick a book and sit and read quietly at a table with no more than one other student. The teacher recorded the choice of partners; whether same race or opposite. The activity and the observation checklist were repeated in the same classes four times during the year, October, December, February and April.

g) DATA MODULE FOUR: NON-ACADEMIC SITUATIONS CONNECTED WITH THE OUTDOOR ACTIVITIES IN WHICH STUDENTS COULD VOLUNTARILY INTERACT WITH WHOM THEY WISHED UNDER INDIRECT SUPERVISION. Because of logistical and economic reasons it was unfortunately impossible for observers to record the nature of biracial interaction while the outdoor activities were occurring. The professional outdoor staff was too busy with direction, leadership and supervision to simultaneously collect data. Consequently, the evaluation team designed a system of making periodic photographic assessments of behavior prior to, and following, each outdoor activity. Five different situations were systematically photographed for each group attending each activity.

i) Photographs of student seating patterns in the cafeteria prior to departure for the activity. Students were allowed to sit with whomever they wished, prior to taking the photograph. To analyze these pictures, the number of tables which were integrated were used as the unit of analysis. The evaluation team computed the number of possible integrated tables, based on the number of minority[1] students present. The actual number of integrated tables were counted. Then the percent of potentially integrated tables which were actually integrated was computed and recorded.

ii) Photographs of student seating patterns on the bus prior to arrival for the activity. Students were allowed to sit with whomever they wished prior to taking the photograph. The unit of analysis selected was whether a seat was integrated or not. Again, the evaluation team determined the maximum number of potentially integrated seats, which was the same as the number of minority students present. The number of actually integrated seats was recorded and the percent of potentially integrated seats which were actually integrated was calculated.

iii) On arrival at the Outdoor Center, students lined up along a rail in a straight line and were allowed to stand next to anyone they wished. A photograph was then taken. To analyze these photographs, the number of minority students was counted and multiplied by (2) which yielded the maximum number of potential interactions. The interaction was the unit of analysis. The actual biracial interactions were counted and the percent of potential interactions was computed.

iv) Photographs of student seating patterns on the bus after completion of the activity. Students were allowed to sit with whomever they wished. The seat was the unit of analysis. The percentage of potentially integrated seats which were actually integrated was computed.

[1]Minority in this case could mean either race, whichever had the smaller population present.

v) The students were again photographed on their return to the cafeteria following the outdoor activity. Again, they could sit with whomever they wished. The table was the unit of analysis again. The percentage of potentially integrated tables which were actually integrated was computed.

The above photographic evaluation process was conducted for each of four regular outdoor activities which occurred during the school year, and it was also conducted for the two week-long adventures which were voluntary optional activities.

h) DATA MODULE FIVE: VOLUNTARY CHOICE OF PARTNERS FOR INTERACTION IN A NON-ACADEMIC, SOCIAL SITUATION UNDER INDIRECT TEACHER SUPERVISION. Photographic records were taken each month to observe the student seating patterns in the cafeteria during their lunch periods. The cafeteria was divided into six sections to take the photographs. For each section it was determined whether tables containing both races were present. The percentage of integrated sections was calculated and reported. The question of interest was the same as in all of the measures of Product Objective I: "Was there a significant increase in biracial choice during the school year?"

i) DATA MODULE SIX: IN THIS MODULE THE RESULTS OF THE FIVE DATA COLLECTION MODULES ARE PRESENTED IN AGGREGATE FORM.

2. Product Objective II

"Seventh grade students at Northwestern Junior High School during the 1974-75 school year will maintain within 10% the present low level of negative racially related behavior problems achieved during the 1973-74 school year. The evaluation monitored all situations in which students were referred to the office for four types of disciplinary infractions: racial or ethnic slurs, making a threat of violence, assaulting another person in the school and for fighting. Information was kept about 1) the number of office referrals, 2) the number of suspensions for such infractions, 3) the number of these incidents which involved members of two separate races, 4) the complete description of each incident.

A Negative Racial Incident Review board was formed, composed of the BACSTOP Project Director and two seventh grade teachers familiar with all students. This review board carefully reviewed each incident which involved members of two races to determine whether the incident was overtly racial in nature. Information about biracial disciplinary problems from the previous three years was available. Similarly, information about the number of suspensions for the above infractions was available from other schools, although no information about the biracial composition of those schools or the racial nature of the infractions was acquired.

a) CRITERION FOR SUCCESS. Since information for 1971-72, 1972-73, 1973-74 was available, the goal level was to maintain the number of negative biracial incidents within 10% of the previous BACSTOP year, 1973-74. Additional comparisons were made with the figures for the previous years, 1971-72, 1972-73.

b) DATA COLLECTION. Data was collected on a weekly basis and analyzed on a monthly basis.

c) DATA ANALYSIS. The data was analyzed in a number of ways:

i) The total number of office referrals for the four types of violent or potentially violent actions was computed. These figures were displayed in a chart of monthly totals and year long totals.

ii) The total number of students suspended for the four violence-related offences were computed and displayed in a chart of monthly totals.

iii) The total number of incidents which were biracial were computed and demonstrated in a chart of monthly totals.

iv) The Biracial Incident Review Board carefully reviewed each incident which involved students from two races, and, based upon their knowledge of the students and the events, the members of the Board subjectively determined whether the biracial incidents were or were not overtly racially caused. These figures were calculated and displayed in a chart of monthly totals.

v) The records of the number of negative biracial incidents for the seventh grades in 1971-72, 72-73 and 73-74 were available. These incidents were compared with the total number of similar incidents occurring in the current year 1974-75. These were the figures used for comparison to determine whether the criterion for success was met. The percent of increase/decrease in interracial violence in the 1974-75 year over the 1973-74 year was calculated. The same percentage increase/decrease was calculated to compare 1972-73 to 1971-72.

vi) Following the creation of the Biracial Incident Review Board, records of the biracial incidents were kept each week. These were reviewed weekly and recorded each month.

vii) For the sake of information on the relative degree of violence in Northwestern Junior High School data was gathered to show the number of suspensions for the same four violence-related disciplinary infractions occurring in the other three junior high schools in the Battle Creek Public School system.

The totals for each school were adjusted for the differ-

ence in population, and the relative figure for violence for each school was calculated. These results are presented in a table.

3. Product Objective III

"Project staff will gather baseline data on the number of incidents in which seventh grade students become involved in the negative violent interracial interactions of other students during the 1974-75 school year." One of the problems experienced in Northwestern Junior High School in the years prior to the initiation of the BACSTOP program was the occurrence of situations in which two students of different races would become involved in someone else's fight or assault. Other students not originally involved in the incident would join in the violence and the incident would "snowball". One purpose of creating the Negative Biracial Incident Review Board was to monitor the occurrence of these "snowball" incidents. Since there was no way to have evaluation observers present at the time that such an incident might occur, data about them had to be gathered from a careful review of anecdotal accounts of witnesses to the incidents. The Review Board carefully examined each violent incident which occurred during the year involving more than two students. The criteria to decide which of these incidents qualified as a "snowball incident" was whether students not directly involved in the original incident took sides and entered the incident on the basis of racial lines. To determine this, the Review Board collected the description of all negative interracial incidents which involved more than two students. Descriptive material was gathered from: 1) students involved directly, 2) teachers or other adults present, 3) student witnesses to the incident, 4) other students who know some of the participants.

The Review Board kept a weekly record of the total number of these incidents which involved more than two students. And they kept a weekly record of the number which, after examination, were determined to qualify as racially related.

a) CRITERION FOR SUCCESS. Since the school year 1974-75 was the first in which the Review Board existed, the criteria of success would be whether the baseline data could be gathered.

b) DATA COLLECTION. The data was collected weekly and reported on a monthly basis. Four measures were kept and reported in Table form:

   a) The number of incidents of violence which involved more than two students.

   b) The number of students involved in each incident.

   c) The number of students suspended.

   d) The number of incidents determined to be race related.

c) DATA ANALYSIS. The Review Board analyzed each situation with the process described above. The findings of the Review Board were again analyzed by the evaluation team and the results reported in a table, showing the number of incidents occurring by month and yearly totals.

d) COMPARISON GROUP. No comparison group is applicable.

4. Product Objective IV

"The Project staff will investigate the nature of academic achievement among seventh grade students at the Northwestern Junior High School during the 1974-75 school year."

In previous years the Project staff had attempted to consistently monitor the nature of achievement among the seventh grade students by using the Michigan State Assessment Test which was formerly a norm referenced test, and thus allowed standardized comparisons among groups of students. This test had formerly been administered in February of each year which allowed its data to provide information about the academic achievement made by seventh grade students. Unfortunately, this test was changed in September of 1973 to a criterion referenced test administered in September of the seventh grade school year. What this meant, in short, was that using this test to monitor academic achievement of seventh grade students and compare them to the achievement of other groups was no longer possible.

Product Objective IV was designed to create a system which would provide information about the nature and amount of academic achievement made by seventh grade students at Northwestern Junior High School. This system had to allow comparison to the normal growth of other groups of students within the nation and within the Battle Creek School system.

a) CRITERION FOR SUCCESS. The Objective IV would be met if a system was developed which would accurately and systematically monitor the nature of academic achievement among the seventh grade students. This system needed to be able to compare the amount of gain made by those students at Northwestern Junior High School with the normal amount of gain made by a nationwide sample of seventh grade students.

b) DATA COLLECTION SCHEDULE. To accomplish this objective, the evaluation team selected the California Achievement Test, Form A, which is a nationally normed test for academic achievement. This test was administered twice during the school year to a random sample of 25% of the seventh grade students at Northwestern Junior High School, once as a pre-test on November 6, 1974 and again as a post-test on May 21, 1975.

c) DATA ANALYSIS. Scoring of the pre and post tests administered to the random sample of seventh grade students at Northwestern Junior High School yielded two mean achievement scores for the

same group, one for the November test and one for the May test.

i) The evaluation team computed the mean amount of gain made by the sample group during the seven month period. From this figure the rate of per/month gain in achievement was calculated.

ii) Average rate of per/month gain in achievement by the Northwestern sample group was compared with the average rate of per/month gain in achievement on the California Achievement Test, Form A made by the nation-wide student sample, i.e. the national norm of achievement.

iii) Average rate of per/month gain in achievement made by the Northwestern sample group was compared with the average rate of per/month gain in achievement on the California Achievement Test Form A made by the other students in the Battle Creek School District, i.e. the district wide norm of achievement.

iv) The average level of achievement among the sample group of Northwestern students was compared with the average nationwide level of achievement on the California Achievement Test.

d) COMPARISON GROUP. Since the purpose of the Product Objective was to develop a system to monitor the level of achievement, no comparison was applicable. However, once the system of monitoring achievement was developed, the comparisons mentioned in Data Analysis were made and reported in the section on results.

5. Process Objective I

The process objective of BACSTOP was simply that the BACSTOP program be developed and run. The actual wording for this years evaluation follows:

A continuing program of activities will be planned and scheduled.

Students will be offered in advance the opportunity to participate in the program.

Student participation in the program will be measured.

Two types of measurement occurred. First, documentary evidence showing that the program did occur was collected. Second, attendance by activity and total program was calculated. Data on attendance were not collected by classroom and by individual student as first intended since these data would make no additional contribution to the already extensive evaluation design.

a) CRITERION FOR SUCCESS. Three criterion were set.

i) All planned activities will occur.

ii) Students will be able to attend each activity. Activities

will be announced at least a week in advance.

iii) Student participation will be computed for each activity.

b) DATA COLLECTION. Throughout the year as appropriate.

c) DATA ANALYSIS. For the documentary evidence, none is appropriate. For the attendance section, simple totals and percentages will be reported.

CHAPTER THREE

EVALUATION RESULTS

A. INTRODUCTION

In this chapter the results of the evaluation of the four product objectives and the single process objective are reported.

B. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE ONE

HYPOTHETICAL CHOICE OF A PARTNER TO ENGAGE IN THREE HYPOTHETICAL ACTIVITIES.

Objective: Seventh grade students at Northwestern will display an increased level of positive biracial interaction with members of the opposite race during the school year 1974-75.

Measurement Technique: Teacher-administered sociometric questionnaire asking for two partner choices each for three diverse hypothetical tasks. Per sociogram, criterion level is a single biracial choice. For the year, a statistically significent increase in the percentage of students making a biracial choice was set as the criterion level.

1. Level of Attainment

   Criterion level was not achieved according to this measure. (See Interpretation of Results which follows on page 21.

2. Answers to Evaluative Question

   a) Report on Data Collection: Measurements were conducted four times during the year (October, December, February and April) by classroom teachers after instruction and demonstration by evaluators. Three seventh grade social studies classes were used. (Three other classes were used in the next data module, thereby increasing the range of the sample).

      In each case, students were asked by the teacher to complete a questionnaire about school. (See sample, Appendix A) There were ten questions, only three of which were scored. These three asked students to choose a partner for three hypothetical situations. There were academic, social, and recreational. The questionnaires were then turned over to the evaluators. The unit of analysis was the questionnaire. If one biracial choice was made, criterion for that measure was considered to have been met. Thus, we did not discriminate between students who chose 1 vs 2, 3, 4, 5, or 6 biracial choices; one was enough, to meet the intent of the BACSTOP project's goals.

      For each of the three classes where measures were taken, the percentage of students making at least one biracial choice was

computed by the evaluators. Since choices were hypothetical, there was no limit to the number of students who could potentially make a biracial choice. For each class measure, results were computed as on the following sample record form. Data are fictitious.

Sociogram — Date November 30/74

Teacher Steele — Hour 7

Recorder Steele/Nelson

Number on Roll..... 26

Number Present..... 23

Number making one biracial choice..... 11

% of students making at least one biracial choice...47.83

b) Presentation of Results: The results are presented in table III-1 which follows:

Classroom	MONTH				Class Means
	October	December	February	April	
S-1	52.38	65.00	40.90	43.75	50.51
S-2	63.64	37.50	31.03	38.46	42.65
W-1	42.86	50.00	55.00	68.42	54.07
Mean by Month	52.96	50.83	42.31	50.21	= 49.08 x

Table III-1 Sociogram: Percent of Students Making at Least One Biracial Choice in a Hypothetical Questionnaire Situation.

Since there was no increase at any time, there was no purpose in computing statistical significance.

c) Interpretation of Results: While there was no increase in biracial choice during the 1974-75 school year, there was no dramatic or consistent decrease. About half of the students in the BACSTOP program made one or more biracial choices throughout the year.

Again, the extent to which early BACSTOP experiences affected this is unknown. Also, BACSTOP has been in Northwestern for three years. The school these seventh grade students entered in September was impacted upon by two previous years of the program. It was, if these were successful, a school where racial peace - at least - was the norm. Therefore the observed relatively high ratio of biracial choices may be a norm which is attributable to BACSTOP effects from earlier years.

Although criterion level was not achieved in this data module, the incidence of biracial choices is sufficiently high to make it difficult to conclude that the product objective has not been attained during the three years of BACSTOP operation. Comparison data for pre-BACSTOP years is not available. Control group comparison is needed.

3. Side Effects

None beyond those mentioned above were noted to be either causes or effects.

C. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE TWO

ACTUAL REQUIRED CHOICE OF A PARTNER TO WORK ON AN ACADEMIC TASK UNDER DIRECT TEACHER SUPERVISION.

Objective: Seventh grade students at Northwestern will display an increased level of positive biracial interaction with members of the opposite race during the school year 1974-75.

Measurement Technique: Quantitative checklist of interaction administered by evaluator to students performing a real group task in a classroom situation. A statistically significant increase in interaction over initial levels was set as the criterion level.

The following addendum was attached to the original product objective.

ADDENDUM

In the past, non-quantitative observations suggest that biracial interaction peaks about mid-year. Later, students tend to spend more time with the like-race group, but without animosity. Consequently, interaction may reach criterion level and later drop. This would not be cause to infer failure, if other indicators are positive, especially product objective #2.

In the light of this restriction, a significant mid-year rise in a measure (i.e. December on February) over initial (October) levels would be considered acceptable evidence of success, even if that level was not maintained. This would only be acceptable, however, if product objective number two was concurrently achieved.

1. Level of Attainment

Criterion level was achieved according to this measure, during December.

2. Answer to Evaluative Question

a) Report on Data Collection: Measurements were conducted four times during the year (October, December, February, and April) by a member of the evaluation team. The same three seventh grade social studies classes were observed each time. The three social studies classes were chosen randomly, and three other social studies classes were observed by a different measure. Thus, a broad sample was taken.

At each measurement, students were asked to perform a mapping task having to do with the school. Sample paraphrased tasks included, "On the map, show by color-coding which areas of the schools you are most active/angry/busy in". Or, "On the map, show by using a key which rooms you visit most often". Students were given a mimeographed map and were required to mark in groups of two, producing a single map from the group. In all cases, maps were completed by students and collected by the evaluator. The task was therefore both 1) meaningful and 2) interdependent.

Computation of results was simple and thus less subject to error. Each group handed in a map. (See sample, appendix B) The names of all group members were on the map (this was assured by the evaluator). The unit of analysis was the student's choice. Either the student chose a biracial partner or he/she did not. The total number of biracial choices was calculated.

Often, the number of students in one race - usually black - was too small to allow potential integration of all groups. That is, if there were only five blacks in a class, the maximum possible number of biracial two-person groups would be five; thus ten choices. This maximum number was computed in each case, and the percentage of possible biracial choices was computed for each of the three classes four times during the year.

A sample recording follows (data are artificial):

Date November 30/74

Subject Social Studies Hour 4

Teacher Steele Recorder Nelson

Number of Blacks present..... 6

Number of Whites present..... 15

Maximum group size..... 2

Maximum biracial choices possible..... 12

Actual # biracial choices..... 9

Percent; actual of possible..... 75.00

b) Presentation of Results: The results of the measure are shown in Table III-2 which follows:

Classroom	MONTH				Class Means
	October	December	February	April	
S-3	28.57	33.33	18.18	0.00	20.02
S-5	28.57	29.17	25.93	37.50	30.29
S-6	8.6	23.08	10.34	14.29	14.08
Mean by Month	21.91	28.53	18.15	17.26	= 21.46 x

Table III-2 Social Studies: Percent of Maximum Possible Biracial Interaction Achieved in a Real Task.

c) Interpretation of Results: There was no consistent increase in the number of biracial choices according to this measure. The short term rise in December was, however, statistically significant at the .05 level.

It was not possible to begin evaluation earlier than October. At the time of this measure, students had already been through the BACSTOP ropes course activity. It is conceivable that an earlier measure might have shown a lower level of biracial choice, thus

enhancing the effect noted here.

As predicted, level of positive biracial interaction rose to a peak and diminished.

3. Side Effects

During all twelve class periods of observation - twelve hours of interaction spread throughout the year - the evaluator detected no racial negativism in the classes. The students simply preferred the same race, in most cases, and did so at varying levels throughout the year. There may not be a dramatic increase in interaction - but neither were there any observed problems. This fact supports the contention that the short-term use detected in December is meaningful.

D. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE THREE

ACTUAL REQUIRED CHOICE OF SEATING LOCATION DURING AN INFORMAL ACADEMIC SITUATION UNDER INDIRECT TEACHER SUPERVISION.

Objective: Seventh grade students at Northwestern will display an increased level of positive biracial interaction with members of the opposite race during the school year 1974-75.

Measurement Techniques: Quantitative checklist of interaction patterns administered by classroom teacher to students instructed to "sit and read quietly" after choosing library books. A statistically significant increase in biracial interaction over initial levels was set as the criterion level.

1. Level of Attainment

Criterion level was achieved during both December and February measures, as predicted, but the huge drop in April calls all of the results into question.

2. Answers to Evaluative Question

a) Report on Data Collection: Measurements were conducted four times during the year (October, December, February, and April) by the classroom teacher after instruction and demonstration by the evaluators. Four seventh grade English classes were used. Since students timetables are independent, some students here were duplicates of these observed in the sociogram/real task measures in social studies classes. Others had not been observed before.

In each case, students were taken to the library by their teacher and instructed to choose and check out a book. Students were then required to sit quietly and read for the balance of the period. This was the normal pattern of behavior for this activity - it was not modified substantially for this evaluation. Thus while

the activity was not an interdependent, meaningful task, it was natural according to other school routines.

Students sat at small tables, no more than two to a table. Each student's choice of partner - biracial or same race - was recorded. The choice was the unit of analysis. As in the social studies measure, the evaluator took the raw data and computed first the maximum possible interaction, and then the percent of possible interaction which was achieved.

b) Presentation of Results: The results are presented in Table III-3 which follows:

Classroom	MONTH				Class Means
	October	December	February	April	
J-1	0.00	0.00	0.00	0.00	0.00
J-4	0.00	0.00	66.67	0.00	16.67
J-5	20.00	30.00	75.00	0.00	31.25
J-6	41.67	85.33	33.33	0.00	38.58
$\bar{x}$	14.42	28.33	43.75	0.00	$\bar{x}$ 21.63

Table III-3 Library: Percent of Possible Biracial Interaction Achieved in a Neutral Task.

c) Interpretation of Results: The activity was not in itself meaningful like the social studies measures. Even the sociogram, while hypothetical, asked for replies concerning activities which would be important to the students. If the task is irrelevant, (eg "sit") the choice of partner is less likely to be consequential than in a near-random choice pattern. This is the case. The variance between cells is suspiciously large. Even though the February score represents a huge increase, the meaning of that is put in question by the drop in April to zero.

The overall mean for 1974 was 21.37%. The overall mean for 1975 was 21.87%. This is not any more helpful in establishing a pattern, in itself. However, it acquires meaning by comparison. The grand mean in the library measure was 21.63%. The grand mean in the social studies activity was 21.46%. It is suggested that students in the library behaved, on the whole, like students in the other more meaningful situation. But the lack of intrinsic meaning in the task lends to a near-random pattern of selection for any given measure.

3. Side Effects

The classroom designated J-1 is of particular interest in that there was 0.0 incidence of racial interaction in the library. Analysis of the class role reveals the presence of an atypical and unfortunate combination of students. The class was a low ability class which included three Black "separatist leaders". These leaders were dominant over the other ten Black students, and may have been significant factors in preventing interaction from occurring.

E. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE FOUR

NON-ACADEMIC SITUATION IN WHICH STUDENTS COULD VOLUNTARILY INTERACT WITH WHOM THEY WISHED UNDER INDIRECT TEACHER SUPERVISION.

Objective: Seventh grade students at Northwestern will display an increased level of positive biracial interaction with members of the opposite race during the school year 1974-75.

Measurement Techniques: Photographs of students in different situations related to BACSTOP outings were taken and were analyzed to determine the degree of biracial interaction. Criterion level was set as a statistically significant increase during the year over initial levels.

1. Level of Attainment

Criterion level was achieved by the time of the last major activity in May.

2. Answer to Evaluative Question

a) Report on data collection: Photos were taken of every group at the beginning and end of each BACSTOP activity. All groups left from the school. They were called to the empty cafeteria before leaving and sat as they wished to receive final instructions and await the bus. One photo was taken.

When the students moved from the cafeteria to the bus they again sat as they wished. Another photo was taken.

On arrival at the BACSTOP site several miles from the school building, students left the bus and lined up along a single-rail fence to await instructions. A photo was taken.

On return to the school in the bus after the activity, another photo was taken.

When students returned to the school, they returned to the cafeteria for a short debriefing session. Another photo was taken.

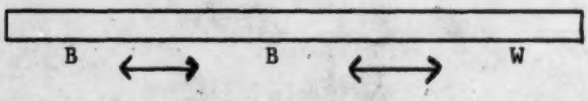
Thus students were photographed in five situations. This was done for five BACSTOP activities. In each case, the extent of

biracial interaction was computed.

In the cafeteria, the percent of integrated tables was computed.

On the bus, the percent of integrated seats was computed.

On the rail, the interaction was the unit of analysis. That is, in the following simplified sketch, three students are standing in line on the rail. There are two interactions shown by the arrows. One is biracial. One is not.



Thus, the amount of biracial interaction in the example is fifty (50) percent of the possible level.

b) Presentation of Results: During the year observations were made of four general BACSTOP activities.[1] In Table 4 which follows these are shown in chronological order. Also, the five photo-records are listed in order as they occurred for each trip. These data can be observed in order in both instances. Recall that each cell includes the results of seven separate groups, in most cases.

Interpretation: The overall means by trip are repeated here:

Trip	1	2	3	4
Biracial Level	15.56	13.68	12.11	25.75

[1] See "SIDE EFFECTS" for a discussion of two other activities.

		Ropes Course	Back-packing	Cross-Country Skiing	Rappelling	Grand Mean (four activities)
Pre-Departure (cafeteria)	Boys	15.67	10.55	2.50	18.57	11.82
	Girls	26.86	4.76	0.00	3.57	8.80
	x	19.31	8.07	1.25	11.90	10.13
Pre-Departure (bus)	Boys	19.12	12.74	9.94	13.33	13.78
	Girls	8.08	4.76	0.00	14.05	6.72
	x	13.50	9.32	5.68	13.65	10.54
Arrival (rail)	Boys	28.56	30.69	27.46	45.39	33.03
	Girls	15.50	25.24	26.67	61.0	33.12
	x	22.96	27.96	27.12	53.23	32.82
Post-activity (bus)	Boys	7.18	7.53	10.23	33.89	14.71
	Girls	13.54	0.00	16.67	9.42	9.91
	x	10.36	3.76	13.44	23.01	12.64
Post-activity (cafeteria)	Boys	24.47	23.91	8.12	29.76	21.52
	Girls	2.83	13.10	19.70	23.49	14.78
	x	11.68	19.28	13.08	26.97	17.75
General Mean	Boys	19.00	17.08	11.63	28.19	18.97
	Girls	13.36	9.57	12.60	22.32	14.46
	x	15.56	13.68	12.11	25.75	16.77

Table III-4 Percent of Possible Biracial Interaction Which Was Actually Achieved in Four Major BACSTOP Activities.

c) Interpretation of Results: The 60% increase between the first and last trips is statistically and meaningfully significant.

When results are read from top to bottom, a measure of change before and after an activity is observed. The rail data must be dispensed with since there is no post-activity rail data[1]. The grand means for the year are reproduced.

Pre-trip Cafeteria	10.13%	10.34%
Pre-trip Bus	10.54%	
Post-trip Bus	12.64%	15.20%
Post-trip Cafeteria	17.75%	

There is an increase of almost 50% over pre-activity levels of biracial interaction.

Thus BACSTOP is effective in increasing biracial interaction by year and by trip.

3. Side Effects

Why were no photos taken during activities? When BACSTOP students are on patrol, their patrols are always integrated, as are assignments to groups for working, traveling and sleeping. Thus photo estimates of interaction would be inflated - it is the voluntary interaction beyond the BACSTOP patrol that is the objective.

Two voluntary activities - the five-day winter expedition and the five-day spring canoe trip - were not shown earlier. The possibility existed that only students who were already comfortable with the integrated BACSTOP method of operating would select these. Also, a minor traffic accident and a missed photo combined to create missing cells for the girls data in the spring trip, so data could not be interpreted. Nevertheless it is interesting to note that the level of biracial interaction in the boys groups increased from 27.27% in the winter to 44.44% in the spring.

[1]Initially we wished to photograph students as they walked toward the bus after each activity, but it was not possible to quantify the resulting photos. Consequently this idea was abandoned.

Winter Week		Canoe Week		Means	
Boys	0.00	B	55.56	B	27.78
Girls	40.00	G	100.00	G	70.00
1.	25.00			Co-ed	25.00
Av.	21.67	Av.	37.78	Total	29.73
Boys	0.00	B	22.22	B	11.11
Girls	20.00	G	0.00	G	10.00
1.	0.00			Co-ed	0.00
Av.	6.67	Av.	11.11	Total	8.89
Boys	30.77	B	62.25	B	46.51
Girls	37.50	G	25.00	G	31.25
1.	50.00			Co-ed	(50.00)
Av.	39.42	Av.	43.63	Total	41.52
Boys	0.00	B	22.22	B	11.11
Girls 2.	N.A.	G	0.00	G 4.	-
1.	0.00			Co-ed	0.00
Av.	0.00	Av.	11.11	Total 4.	-
Boys	27.27	B.	44.44	B	35.86
Girls 2.	N.A.	G	0.00	G 4.	-
1.	25.00			Co-ed	0.00
Av.	26.14	Av.	22.22	Total 4.	-
Boys	11.61	B	41.34	B	26.48
Girls 4.	-	G	25.00	G 4.	-
m	20.00			=	
-		-			
x 4.	-	x	23.17	x 4.	-

Table III-5 Percent of Possible Biracial Interaction Which Was Really Achieved in Voluntary Trips.

For the sake of closure, the column mean was substituted.

1. An extra sex-mixed group also participated - their scores are included in the means of the cells, columns, and rows.

2. Due to a traffic accident, no data were obtained for the girls after the activity.

3. The photographer was unable to meet this group on arrival.

4. Not computed because the missing cells, (see Footnote 2.) render averages meaningless, and no reasonable estimate was available.

F. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE FIVE

VOLUNTARY CHOICE OF PARTNERS FOR INTERACTION IN A NON-ACADEMIC, SOCIAL SITUATION UNDER INDIRECT TEACHER SUPERVISION.

Objective: Seventh grade students at Northwestern will display an increased level of positive biracial interaction with members of the opposite race during the school year 1974-75.

Measurement Techniques: Photographs of students in the three regular lunch periods were taken monthly and the level of biracial interaction was determined. Criterion level was set as a statistically significant increase in interaction during the year over initial levels.

1. Level of Attainment

   Criterion level was not attained.

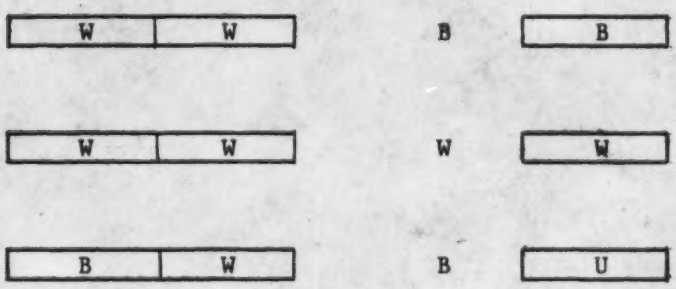
2. Answer to Evaluative Question

   a) Report on Data Collection: The cafeteria at Northwestern has 58 tables. Once each month students in all three lunch hours were photographed at lunch. Choice of seating was entirely up to students.

      The cafeteria was divided in to six sections for picture-taking. The table was the basic unit of analysis; tables were recorded as either black (B) white (W) mixed (M) or unoccupied (U). Throughout the whole year, three mixed tables were recorded. The evaluators quickly retreated to a second level of analysis.

      The six sections used for picture taking were used as the secondary unit of analysis. For each it was asked whether the section was integrated or not. Thus six measures for each of three lunch hours were available per month. Observations were taken November through May.

      For example, the pattern of tables in a section might have looked like this:



      The section is obviously integrated. A similar sketch was prepared for each of the six sections for each lunch period. If,

for example, two sections were integrated during the first lunch period, the level reported here would be 33.33% - equal to two of six.

b) Presentation of Results: The degree of interaction is shown in the following table:

Month	Lunch Hour			
	1	2	3	4
November	33.33	66.67	66.67	55.56
December	50.00	33.33	50.00	44.44
January	16.67	50.00	50.00	38.89
February	33.33	33.33	50.00	38.89
March	33.33	50.00	50.00	44.44
April	33.33	50.00	50.00	44.44
May	33.33	33.33	50.00	44.44
	33.33	45.23	52.38	$\bar{x}$=44.45

Table III-6: Extent of Biracial Interaction in the Cafeteria by Month by Lunch Period at Northwestern.

The following table shows the yearly level of interaction in each of the six sections which were used as the secondary unit of analysis.

3 42.86	2 95.24	1 0.00
4 57.14	5 66.67	6 4.76

Table III-7: Yearly Totals of Biracial Interaction in the Northwestern Cafeteria Reported by Section.

Note the low levels of interaction in "the white end", in sections 1 and 6. The center is highly integrated, and there is also significant interaction in the other, "black end", sections 3 and 4.

c) Interpretation of Results: Mixed tables were rare. This should not surprise anyone. Students homes are located according to factors beyond the control of BACSTOP. In most neighborhoods one color dominates even though technically the

neighborhood may be integrated. Students' best friends are often those they see outside of school - and are separated from during classes! A segregated lunchroom is not necessarily predictive of racial disharmony - it may just reflect the fact that lunch is a time to talk to friends - friends from the same neighborhood and of the same color.

Certainly the consistently reasonable level of interaction observed in most of the sections is encouraging. In four of six sections there is a comfortable mixing of tables, definitely not a pattern of fearful segregation. Two sections are still almost "lily-white". The years of tradition preceding BACSTOP take precedence here. This has been "the white end" for too many years, change will be slow. It will be interesting to replicate this measure next year to see if any further inroads have been made.

While no quantitative baseline data on conditions pre-1974 exist, staff are unanimous in recalling a much more highly segregated cafeteria. Also, the level of hostility is now very low, there are very few race-related conflicts at lunch. Several years ago the territories were more clearly defined, and entry into the opposite section invited harrassment at least.

3. Side Effects

No side effects were noted beyond those types already reported.

G. PRODUCT OBJECTIVE NUMBER I:

DATA MODULE SIX

It was stated in the second chapter of this report that aggregate totals would be computed across measures. This has been done by using the October, December, February and April measures for each of the preceding data modules. Results are shown both with and without the third (library) measure since there is concern that it may not be a valid measure.

Module	October	December	February	April
1	52.96	50.83	42.31	50.21
2	21.91	28.53	18.15	17.26
3	14.42	28.33	43.75	0.00
4	15.56	13.68	12.11	25.75
5	55.56	44.44	38.89	44.44
Total	32.08	33.16	31.04	27.53
Total without module 3	40.10	41.45	38.80	34.41

Table III-8: Aggregate Percent Biracial Interaction for all Measures at Four Intervals.

With or without that questionable module, the aggregate data do not show an increase in positive biracial interaction. There is in fact a slight decrease between October and April. While the n is so small as to make the statistics suspect, recall that each cell in table 9 results from the summary of up to a thousand bits of data. In that light, the conclusion, that BACSTOP has little overall effect on increasing positive biracial interaction, is given much more weight. However, there is an interaction rate between white and black of 34.41%. Though this did not either increase or decrease significantly, it is still an important amount of biracial interaction.

While it appears that BACSTOP does not promote an increase in positive biracial interaction, a relatively important amount of biracial interaction is occurring in Northwestern Junior High School. This stands in marked contrast to other biracial schools where little or no interaction occurs at all.

1. This is the first year interaction has been so carefully examined. BACSTOP alumni dominate Northwestern and set the tone. BACSTOP may have contributed to increasing interaction in past years, prior to this evaluation.

2. Measures began late rather than very early in September as hoped.

3. There was no obvious negativism noted by these measures, simply a consistent interaction choice of the same race. When students were forced to be together as in BACSTOP patrols there was no systematic friction. Two different races - two different cultures - interact occasionally and comfortably, but prefer the familiarity of same-race (and same-neighborhood!) students. THIS MAY BE ENOUGH TO ASK!

H. PRODUCT OBJECTIVE NUMBER II:

DATA MODULE ONE

Objective: Seventh grade students at Northwestern will maintain the present low level of racially related problems during the 1974-75 school year.

Measurement Techniques: Behavioral referrals will be monitored and a review board will decide which were biracial problems. Criterion will be judged to have been met if problems are maintained within 10% of the reduced level since BACSTOP began in 1972-73. (The 1972-73 level was a reduction to one third of the pre-BACSTOP level in 1971-72.)

1. Level of Attainment

The objective was attained and surpassed.

2. Answer to the Evaluative Question

a) Report on Data Collection: Every time that an event at Northwestern resulted in a formal disciplinary referral, that event was potential data for BACSTOP. There were several levels of filtering.

i) Was the incident biracial? This simply involved knowing the identity of the participants.

ii) Was race an issue? That is, was there evidence of racial slur or motivation - as a part of the event? This was determined by a three-person review board of Northwestern faculty. The criteria used by that board are shown in appendix F.

iii) Did the incident involve 1) racial or ethnic slur 2) threat 3) assault or 4) fighting? These four standard categories, among others, are used throughout the Battle Creek system.

iv) Did suspension result?

b) Presentation of Results: Some investigation of the context of the project is appropriate. There are four junior high schools in the Battle Creek district. The following table compares the level of violence at each of the four schools. The actual number of suspensions in each school is adjusted to what it would be if the school were as large as Northwestern. Then, a "violence index" is computed using Northwestern as the base, having a violence index of 1.00. Four types of suspensions - all for violence or potential violence - form the data base. These are suspensions resulting from 1) racial or ethnic slurs, 2) threats to harm another person, 3) assault, or 4) fighting. Table III-9 presents the results of the compilation of these data.

School	4th Friday Enrollment	Total Suspensions	Suspensions Adjusted for Size	Violence Index
Northwestern	765	149	149	1.00
Junior High School A	702	116	126	.85
Junior High School B	385	103	205	1.38
Junior High School C	380	37	75	.50

Table III-9: Relative Violence Levels of the Four Junior High Schools in Battle Creek, 1974-75, Based on Selected Suspension Criteria from Grades 7 through 9.

Thus it appears that Northwestern is not atypically violent according to other Battle Creek Junior High schools. The number of suspensions, 149, is large but not out of line for this 1974-75

school year.

To what extent was race a factor in these 149 suspensions? Table III-10 is a collection of information about these suspensions. The last row of the table is crucial for the present purpose since it displays the incidents which were found by the review board to have been racially motivated. The fact that two students who fight are of a different race does not allow one to conclude that the incident was racially motivated. For that reason, the review board was a very important filtering mechanism.

Total School	Total incidents leading to referral	93
	Student suspensions resulting from referrals	149
Seventh Grade Only	Total suspensions, seventh grade only	59
	Incidents involving two races	24
	Racially motivated incidents	14

Table III-10: Actual Content of Violent Incidents in the Seventh Grade at Northwestern in 1974-75.

Of the total number of violent incidents leading to suspension in the seventh grade, only fourteen of them - 24% - were determined to have contained racial slurs or other racial motivation as a factor. Hardly a hot bed of racial unrest! Yet a very short time ago Northwestern was exactly that. Table III-11 shows that in 1971-72, in the seventh grade alone there were 132 violent incidents at Northwestern having two races involved. In earlier years when racial tension was higher it is likely that at least as high a ratio of the two-race incidents were racially motivated to some degree. Roughly half of 1974-75 biracial incidents had some negative racial connotation, motivation.

Grade	1971-72		1972-73	1973-74	1974-75
7	132	BACSTOP BEGINS	44	35	24
8				17	11
9					10
Cross-grade					11
Totals					56

Table III-11: Comparison of Yearly Totals of Violent Incidents Having Two Races Involved.

The number of negative biracial incidents has been dropping yearly, as shown in Tables III-12 and III-13.

	Decrease from 1971-72
1971-72	0%
1972-73	66.67%
1973-74	73.48%
1974-75	81.82%

Table III-12: Decrease in Violent Incidents Having Biracial Participants; 1971-72 as a Baseline.

1972-73	compared to 1971-72	66.67%
1973-74	compared to 1972-73	20.45%
1974-75	compared to 1973-74	31.43%

Table III-13: Decrease in Violent Incidents Having Biracial Participants Year by Year.

These data help to illustrate the continuous decline in a variety of race-related problems. There are fewer problems each year. Each year, the school contains an increasing ratio of BACSTOP alumni.

One final table will help to illustrate the low degree of violent racial tension in 1974-75. Table III-14 shows that only a small proportion of the violent incidents which were shown to have biracial participants in fact had any racial motivation.

Grade	7	8	9	Cross Grade	Totals
Two-Race Incidents	24	11	10	11	56
Racial Motivation	14	4	8	7	33
Non-Racial	9	5	2	3	18
Uncertain	1	2	0	2	5

Table III-14: Analysis of Two-Race Incidents.

c) Interpretation of Results: The level of negative racial interaction has been documented as promised. The criterion level allowed a maximum of 49 biracial incidents in seventh grade. There were in fact only 24, and only 14 of these were classified as having negative racial motivation. Criterion level has been exceeded. Additionally, the thorough data gathered will simplify future evaluations.

I. PRODUCT OBJECTIVE NUMBER III:

DATA MODULE ONE

Objective: "Project staff will gather baseline data on the number of incidents in which seventh grade students become involved in the negative violent interracial interactions of other students during the 1974-75 school year."

Measurement Technique: The evaluation team, in cooperation with the staff of both BACSTOP and the Northwestern Junior High School, formed a Negative Biracial Incident Review Board to gather this data. This Board systematically reviewed the office referrals which were recorded in Product Objective III. From these referrals they selected those incidents which occurred during the year and which also involved more than two students. The Review Board carefully examined each incident, gathered data about them, interviewed the participants and witnesses to the incidents, and collected anecdotal information to describe the incident. Each incident was evaluated by the board, which was composed of the BACSTOP Project Director and two seventh grade teachers. The total number of incidents was collected weekly but reported on a monthly basis. The Review Board, after examining all evidence; determined by vote whether each incident was "A negative violent interracial interaction which snowballed on the basis of racial lines and allegiance."

1. Level of Attainment

   The objective was attained.

2. Answer to the Evaluation Question

   The Project staff did gather baseline data on the number of incidents in which seventh grade students became involved in the negative violent interracial interactions of other students during the 1974-75 school year.

   a) Report on Data Collection: The data was collected weekly and reported on a monthly basis. It was analyzed and reported in Table III-15 and Table III-16. Table III-15 shows the number of negative biracial incidents which involved more than two students from the seventh grade. Table III-16 shows the total number of negative biracial incidents which involved more than two students from any grade in the school.

   b) Presentation of Results: Snowballing incidents in which students would align themselves along racial lines and enter ongoing interracial acts of violence had been a severe problem at Northwestern Junior High during the pre-BACSTOP years. Unfortunately, no records were systematically kept during that time about the number and nature of these incidents. As indicated in the first part of this evaluation report, the staff and administration felt a strain to keep the lid on. They report that these incidents were frequent and hostile.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Number of Incidents	0	0	0	0	1	0	0	0	0	0	1
Number of Students Involved	0	0	0	0	3	0	0	0	0	0	3
Number of Students Suspended	0	0	0	0	1	0	0	0	0	0	1
Number of Incidents Determined To be Race Related	0	0	0	0	0	0	0	0	0	0	0

Table III-15: Number of Biracial Incidents Leading to Office Referrals in 1974-75 for Threats, Racial Slurs, Assaults, or Fights, Which Involved More Than Two Students From the Seventh Grade.

It is evident from the initial examination of Table III-15, that such incidents are hardly frequent in 1974-75. Only one incident was reported in the entire school year which involved more than two students from the seventh grade. But, the occurrence of an incident which involved more than two students was not an indication that this was a group interracial conflict which could potentially mushroom into widespread violence. Such was not the case.

The Review Board carefully examined the particulars of this incident. It involved a fight between two students of the same race. A third boy attempted to stop the fight and was then struck by one boy who had started the initial fight. Upon the arrival of the staff member, the incident was immediately stopped. It resulted in one student being suspended, the boy who had started both fights. Following the review of the incident, the Review Board determined that this did not qualify as either a snowballing incident or even a racially motivated incident.

From the evidence, it seems safe to conclude that group interracial conflict was extremely uncommon in Northwestern Junior High School during the 1974-75 school year among seventh grade students.

Records were also kept on the total number of incidents which involved more than two students for all grades 7-9. This data is shown in Table III-16.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Total number of Incidents	0	0	0	0	1	0	0	1	0	0	2
Number of Students Involved	0	0	0	0	3	0	0	3	0	0	6
Number of Students Suspended	0	0	0	0	1	0	0	1	0	0	2
Number of Incidents Determined To be Race Related	0	0	0	0	0	0	0	1	0	0	1

Table III-16: Number of Biracial Incidents Leading to Office Referrals in 1974-75 For Threats, Racial Slurs, Assaults, or Fights, Which Involved More Than Two Students From All Grade Levels.

From examining the total number of negative biracial incidents involving more than two students from all grade levels, i.e. the total school population, it is still evident that the level of snowballing incidents which involve groups of students is small. Only two incidents occurred during the entire 1974-75 school year. One of these was the situation previously discussed in the last section, involving three seventh grade students and was determined to be non-racially motivated. The second incident involved three ninth grade students, and was racially motivated.

This second incident was somewhat different, but highly interesting and revealing. In this incident, students from anogher school had transferred into Northwestern Junior High School. They were having lunch with several of the ninth grade students who were from Northwestern. Following lunch, one ninth grade boy who had been in Northwestern for three years, and had had a long history of engaging in violent acts, kicked two boys of the opposite race who were in the hall on their way to class. The two boys did not strike the aggravator back. The boy who had initiated the violence was called to the office, ultimately suspended and appeared in the juvenile court.

The Negative Incident Review Board interviewed students, teachers and administrators involved in the incident. The evidence from those interviews indicates that at the lunch table, the two newcomers to the school had attempted to "get something going", presumably meaning a large scale series of racial incidents. The plan evidently included the initiation of acts of inter-

racial violence immediately following lunch. However, when lunch ended, only one boy attempted to engage in such acts. When he did, the members of the opposite race did not join in response. Nor did members of his own race follow through on their plan of initiating a major incident.

The Review Board determined that this incident was racially motivated and did qualify as a "snowballing type incident". However the violence did not spread beyond one student. The students initially assaulted did not even respond with self defensive violence. The violence did not spread among the school and it was not repeated at a later day.

c) Interpretation of Results: Although there is no data to compare this 1974-75 level of group violence with previous years or with other schools, it does seem warranted to suggest that such incidents are highly uncommon in Northwestern Junior High; in 1974-75 they were completely absent in the seventh grade class during the school year. Only one incident which was racially motivated occurred among the total school population during the school year and that involved only one student. This baseline evidence is now established to be used for future comparisons.

J. PRODUCT OBJECTIVE NUMBER IV:

DATA MODULE ONE

Objective: Project staff will investigate the academic achievement of seventh grade students at Northwestern during the 1974-75 school year.

Measurement Techniques: The California Achievement Test will be administered to a random sample of students twice during the year. Pre- and post- levels will be computed. Procedures will be statistically valid.

1. Level of Attainment

The objective was attained.

2. Answer to the Evaluative Question

a) Report on Data Collection: It was determined that a 20 per cent sample would be adequate. Consequently, from an alphabetical list, the first four students were identified. One was chosen randomly to start, and every fourth student on the list from then on was systematically included. A few of the students selected qualified for Type A Special Education. These students were excused from the test, rather than subject them to an academic exercise which was obviously beyond their abilities.

Form A of the California Achievement Test was administered in early November and again in mid May. Data were treated as if a full seven months had elapsed.

b) Presentation of Results:

	n	Northwestern
November	55	6.0
May	53	6.8

In seven months, Northwestern students showed a gain of eight months. This amounts to a per month growth level of 1.14 months. The average per month growth level of all students in the Battle Creek School District is .9. The students in the sample at the beginning of November had an average achievement level of 6.0. This is at grade 7.2, so during those 7.2 years of school their own average rate of growth had been only .83 months per month of school. Thus it is clear that: 1) BACSTOP students in seventh grade exceed district norms for rate of growth, 2) BACSTOP students in seventh grade exceed national norms for rate of growth, 3) BACSTOP students in seventh grade exceed their own previous rate of growth.

c) Interpretation: Northwestern students in BACSTOP were found to have experienced eight months of academic growth in (less than!) seven months. Since they were more than a year behind national norms at the time of the pre-test, the eight-month increase is a substantial improvement over previous levels. The rate of growth is also better than the district-wide rate. Thus the time that students are in BACSTOP - and not in academic classes - does not retard academic growth. In fact, the rate of growth is accelerated. There truly is "Better Acquisition of Cognitive Skills".

3. Side Effects

Northwestern Junior High School presents scholastic achievement awards to students who maintain a grade-point average in excess of 3.0 in a given year. The following table shows the number of recipients in recent years.

Grade	72-73	73-74	74-75
7th	55	63	118
8th	53	51	68
9th	71	53	91
Total	179	167	277

Table III-17: The Number of Scholastic Achievement Awards Presented at Different Grade Levels in a Three-Year Period.

The overall number of awards has increased, in recent years, since the inception of BACSTOP. The BACSTOP cohort surpassed

the performance of earlier groups except in one case. While the association between BACSTOP and these awards is tenuous it is clear that academic achievement is increasing. BACSTOP is one of the influences on these students who are achieving so well.

K. PROCESS OBJECTIVES:

DATA MODULE ONE

The objectives were initially written as follows:

1.1 A continuing program of activities will be planned and scheduled.

1.2 Students will be offered in advance the opportunity to participate in the program.

1.3 Student participation in the project will be measured.

These were to be measured by collecting documentary evidence and by computing attendance figures by activity and for the total program. Completion of these activities would constitute criterion level.

1. Level of Attainment

1.1 Attained

1.2 Attained

1.3 Attained

2. Answer to the Evaluative Question

a) Report on Data Collection: As the BACSTOP program was planned, implemented, and modified as needed, documentary materials describing the program were collected. Three of these are enclosed:

i) A letter sent to parents at the beginning of the school year explaining BACSTOP.

ii) A letter sent to parents one week before the beginning of each activity.

iii) A schedule of the year's activities.

As each activity occurred, attendance figures were compiled.

b) Presentation of Results: The three pieces of documentation are inserted directly following this page.

The three tables showing attendance by regular activity, by special five-day activity, and as a whole are included next.

PROJECT BACSTOP*
Battle Creek Public Schools

Northwestern Junior High School
176 Limit Street
Battle Creek, Michigan 49017
962-5581 ext. 306

Outdoor Education Center
Rt. 1
Dowling, Michigan 49050
616 721-8161

(SAMPLE LETTER)

Dear Northwestern Parent:

Most of you know about Project BACSTOP, but you may still have questions about it. In order to fully explain just what BACSTOP is and how it works, I have arranged to meet with parents of seventh grade students on Thursday, September 5, 1974. I have a complete set of color slides of all BACSTOP activities, and I will show these at 3:30 P.M. and 7:30 P.M. I sincerely hope you can attend at one of those times. We will meet in the school library.

What is BACSTOP? It is an outdoor adventure program for Northwestern seventh and eighth grade students.

Why do we have BACSTOP? We have BACSTOP for two reasons. We believe that our students can learn more and better than they have been and we believe that students (both black and white) can learn to get along better with each other.

Does it work? It seems to. During the past two years there has been a tremendous reduction in the number of racial problems at Northwestern, and our teachers have reported that their students are doing a much better job in the classroom.

What will the students do at BACSTOP? Lots of things. They will learn to communicate with each other through mutual cooperation, understanding and respect. Their adventures will range from canoeing on the Thornapple River to cross-country skiing at Wilderness State Park near Mackinaw City. They will learn a great deal about themselves as they meet new challenges and about other students as they work and play together. They will also learn a great deal about the out-of-doors. All activities will be under the direct supervision of the highly skilled and experienced BACSTOP instructors.

What will it cost? It will cost you nothing. Everything will be provided except the personal items your son or daughter would normally need.

Will boys and girls go to BACSTOP together? No. Boys and girls are always scheduled separately.

How will you know what to plan on? Before each BACSTOP trip, you will receive a detailed explanation of the activity and a list of things your child will need to bring. If you have any questions you may call me at school at 962-5581, Ext. 306 or at home at 963-9951.

*Better Acquisition of Cognitive Skills Through Outdoor Programming

Your son/daughter will be given two forms which must be filled out completely and returned to me before he/she may participate in BACSTOP. Please send these back to Northwestern as soon as you can.

Don't forget to come to the Northwestern Library at 3:30 P.M. or 7:30 P.M. to see and hear about BACSTOP.

Sincerely,

James V. Knowlton
Director of BACSTOP

PROJECT BACSTOP*
Battle Creek Public Schools

(SAMPLE LETTER)

Northwestern Junior High School
176 Limit Street
Battle Creek, Michigan 49017
962-5581 ext. 306

Outdoor Education Center
Rt. 1
Dowling, Michigan 49050
616 721-8161

November 13, 1974

Topic: Back-packing Expedition for November 25 and 26, 1974

Departure: Monday, November 25, 1974

Return: Tuesday, November 26, 1974

Your son is scheduled to participate in BACSTOP on the above dates. He will come to Northwestern at the regular time and report to his homeroom as usual. After attendance he will meet in the cafeteria and then go by bus to the Outdoor Education Center at Clear Lake, and then to the Allegan State Forest, located about 50 miles to the west-northwest of Battle Creek near Allegan, Michigan. He will return to Northwestern the next day, arriving at approximately 2:30 p.m. He will leave school at the end of the school day.

In preparation for this activity, please consult the enclosed BACSTOP Clothing and Equipment List and pack these things in a double paper shopping bag. There will not be enough room for hard luggage.

You will find an explanation of this activity enclosed with this letter. Please read it thoroughly so that you will understand what we will be doing and how we will cope with the cold weather.

There is no cost for this activity, and there will be no need for money, watches or other valuables. Please see that these things are left at home. We cannot be responsible for lost items. All camping equipment is provided by BACSTOP.

Please be assured that we have taken every precaution for the safety and comfort of each student. If you have questions about this activity, you may contact me at any time at Northwestern by calling 962-5581, Ext. 306, or at home by calling 963-9951.

Sincerely,

James V. Knowlton, Director
Project BACSTOP

JK:ls

Enclosures

*Better Acquisition of Cognitive Skills Through Outdoor Programming

Project BACSTOP

7th Grade

Session 3

In the first two sessions of BACSTOP we have attempted to program students into activities which emphasize group communication and personal accomplishment. In these activities, students have learned that they are able to do more than they at first thought they might, and they have grown to realize that all of us at Northwestern have a great deal in common with each other. Students have received much instruction in outdoor skills which will be put to practical use in the weeks and months ahead.

Session three is a back-packing expedition into the Allegan State Forest, located about 50 miles from Battle Creek near Allegan, Michigan. Students are getting basic instruction in the use of maps and compasses in their math classes at Northwestern and, of course, in the woods as they go with their patrols on this first cold weather activity. Students will again be in small patrols under the supervision of experienced BACSTOP outdoor instructors.

Each patrol member will have his own BACSTOP pack in which he will carry personal gear as well as patrol equipment, such as sleeping bags, tents, food, pans, etc. Individual packs will weigh between 25-30 pounds. BACSTOP packs are of high quality and are designed to place the full weight of the load on the packer's hips rather than the shoulders and back. Travel will be through the woods on compass bearing to the evening's camp site.

Temperatures will be low, so each packer will sleep in two sleeping bags to insure warmth and comfort at night. Each packer will sleep on an insulated foam pad which prevents the cold of the ground from being transmitted to the individual. In February, 1973, one group slept comfortably on two feet of snow at - 20° at Wilderness State Park near Mackinaw City. Please be assured that we are as concerned about comfort and safety as you are!

As in all BACSTOP activities, students will rely on group cooperation and participation for the successful completion of the expedition.

All camping equipment will be provided.

James Knowlton, Director
Project BACSTOP

Leroy Snooks, Director
Outdoor Component

Project BACSTOP

Back-packing

Clothing and Equipment List

This list is to be a guide to assist you in preparing for the first back-packing experience. The following items are considered important to your child's well-being and comfort. This list includes the things your child will be wearing. Please do not send more than the minimum.

Underwear:	2 sets regular, one set long underwear
Shirts:	2 T-shirts or blouses 1 Long-sleeved shirt
Pants:	2 pair of durable pants - long legs. These should not be tight fitting because they would then interfere with free movement.
Sweater:	1 medium weight sweater or 1 sweatshirt
Boots:	1 pair of warm boots suitable for walking
Socks:	2 pair medium weight socks and 2 pair light weight socks
Hat:	1 hat or cap
Towel:	1 hand towel and 1 washcloth
Jacket:	1 warm jacket or coat
Mittens:	1 pair of mittens or gloves

Personal Items

Toothbrush and toothpaste
Soap - in a plastic sandwich bag
Flashlight

These items should be marked for easy identification and placed in a double paper shopping bag. The clothing will receive rough treatment and get dirty. Please send only durable, knock-around things. Do not send watches, rings, money, jack-knives, or snacks.

WE WILL PROVIDE ALL CAMPING GEAR. RAIN, SNOW, OR SHINE, BACSTOP GOES ON.

THERE IS NO COST FOR THIS OR ANY BACSTOP ACTIVITY.

11/74 JL:ls

PROJECT BACSTOP
NORTHWESTERN JUNIOR HIGH SCHOOL
Tentative Schedule
1974 - 1975

AUGUST

S	M	T	W	T	F	S	
25	26	27	28	29	30	31	NW Teachers orientation & workshop

SEPTEMBER

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	BACSTOP staff training
8	9	10	11	12	13	14	Ropes Course - 7th
15	16	17	18	19	20	21	Ropes Course - 7th Bikes - 8th
22	23	24	25	26	27	28	Ropes Course - 7th Bikes - 8th
29	30						

OCTOBER

S	M	T	W	T	F	S	
		1	2	3	4	5	Ropes Course - 7th Bikes - 8th
6	7	8	9	10	11	12	Thornapple River Float - 7th Bikes - 8th
13	14	15	16	17	18	19	First Six Weeks - Fall Workshop
20	21	22	23	24	25	26	Thornapple River Float - 7th Bikes - 8th
27	28	29	30	31	1		Thornapple River Float - 7th Bikes - 8th

NOVEMBER

S	M	T	W	T	F	S	
						2	
3	4	5	6	7	8	9	Backpacking - 7th
10	11	12	13	14	15	16	Backpacking - 7th
17	18	19	20	21	22	23	Cave Trip - 8th Girls
24	25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	Second Six Weeks
8	9	10	11	12	13	14	Cave Trip - 8th Boys
15	16	17	18	19	20	21	Backpacking - 7th
22	23	24	25	26	27	28	
29	30	31					

JANUARY

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	Cross Country Skiing - 7th
12	13	14	15	16	17	18	Cross Country Skiing - 7th
19	20	21	22	23	24	25	Wilderness Expedition - 7th Boys
26	27	28	29	30	31		Third Six Weeks

FEBRUARY

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	Wilderness Expedition - 7th Girls
9	10	11	12	13	14	15	Winter Workshop
16	17	18	19	20	21	22	Cross Country Skiing - 7th
23	24	25	26	27	28		

MARCH

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	Cave Trip - 8th Girls
9	10	11	12	13	14	15	Fourth Six Weeks
16	17	18	19	20	21	22	Cave Trip - 8th Boys
23	24	25	26	27	28	29	
30	31						

APRIL

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	Rock Climbing & Rappelling Bikes - 8th
13	14	15	16	17	18	19	Rock Climbing & Rappelling Bikes - 8th
20	21	22	23	24	25	26	Manistee River Expedition - 7th Girls
27	28	29	30	1	2		Fifth Six Weeks - Spring Workshop

MAY

S	M	T	W	T	F	S	
						3	
4	5	6	7	8	9	10	Rock Climbing and Rappelling - 7th Bikes - 8th
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	Rock Climbing and Rappelling - 7th Bikes - 8th
25	26	27	28	29	30	31	Manistee River Expedition - 7th

JUNE

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	Sixth Six Weeks

Northwestern seventh grade students may choose either a two-day Cross Country Skiing or a five-day Wilderness Expedition. Also they may choose either a two-day Thornapple River Float or a five-day Manistee River Expedition. Only one five-day expedition may be chosen. Example:

Five-day Wilderness Expedition and a two-day Thornapple River Float

OR

Five-day Manistee River Expedition and a two-day Cross Country Skiing.

PROJECT BACSTOP
NORTHWESTERN JUNIOR HIGH SCHOOL
Revised Schedule
Second Semester
1974 - 1975

FEBRUARY

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	Wilderness Expedition - 7th Girls
9	10	11	12	13	14	15	Cross Country Skiing - 7th
16	17	18	19	20	21	22	Wilderness Expedition - 7th Boys
23	24	25	26	27	28		

MARCH

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	Wilderness Expedition - 7th Grade
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	Cave Trip - 8th Boys
23	24	25	26	27	28	29	Rock Climbing & Rappelling - 7th Grade
30	31						

APRIL

S	M	T	W	T	F	S	
		1	2	3	4	5	Spring Break
6	7	8	9	10	11	12	Rock Climbing & Rappelling - 7th Bikes - 8th
13	14	15	16	17	18	19	Caves - 8th Girls
20	21	22	23	24	25	26	Rock Climbing & Rappelling - 7th Bikes - 8 th
27	28	29	30	1	2		Manistee River - 7th

MAY

S	M	T	W	T	F	S	
						3	
4	5	6	7	8	9	10	Rock Climbing & Rappelling - 7th Bikes - 8th
11	12	13	14	15	16	17	Rock Climbing & Rappelling - 7th Bikes
18	19	20	21	22	23	24	Manistee River - 7th
25	26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7

Ropes Course	Canoeing	Backpacking	Skiing	Rappelling	Average
97%	78%	64%	64%	68%	75%
235	189	155	157	166	180

Table III-18: Per Cent Attendance in Regular Two-Day BACSTOP Activities-Students Could Choose All Five

Wilderness	River Trip	Average
76	45	121
31%	19%	50%

Table III-19: Per Cent Attendance in Special Voluntary Five-Day Activities. Students Could Choose Only One Activity.

c) Interpretation: The BACSTOP program - the process which is to have the effect on students which is the subject of this evaluation - was indeed planned, run, and made available to the students.

The students responded with a large turnout to most activities. While fewer students chose the longer and more challenging five-day excursions, they were available to all. Even for those, a full 50% of students chose one of the long trips. It would be interesting in future years to compare the attendance level of individual students to interaction on achievement levels such as those reported within this document. For the moment it is appropriate to conclude that BACSTOP operates according to schedule and it is well-received by students.

L. SUMMARY OF CHAPTER III

A summary of the level of attainment of the objectives is necessary to provide the focus for subsequent discussion.

1. There was no consistent evidence of increased positive biracial interaction from late October through June.

2. The low level of racially motivated violent incidents set in the first BACSTOP year was not only maintained, but even fewer incidents occurred this year.

3. Baseline data on "snowballing" of violent biracial incidents was collected. The incidence of these was almost zero.

4. Baseline data on academic achievement was collected. Not only did BACSTOP attendance have no depressing effect on academic achievement, but BACSTOP seventh graders exceeded the rate of academic growth for both the district and the standardized national norm.

5. Process objectives were attained; the BACSTOP activities were planned and implemented as promised.

It is the opinion of the evaluators that these can be viewed as indicators of a successful, smoothly-run, integrated, junior high school. This argument is developed in the following chapter.

CHAPTER FOUR

JUDGEMENTS OF WORTH

A. INTRODUCTION: VALUE OF OUTCOMES

In 1970-71, Northwestern Junior High School could be characterized as a school with a chronic problem of biracial separatism, which included frequent dyadic interracial violence. There were additionally frequent cases of conflict in which groups of students aligned themselves according to race. The school was chronically low in academic achievement, below grade level on nationally normed achievement tests, and students were falling further behind each year. Staff reports from those years indicated that parent and teacher morale was low and suspicion that the school was not meeting its educational goals was high. There was reason to believe that the interracial conflict within the school contributed to the low morale and affected the ability of the school to meet its academic goals. The composite subjective picture of the school was unflattering.

By the end of the 1974-75 school year, Northwestern Junior High School presented a more positive profile. There was a 34% level of positive biracial interaction among seventh grade students. The number of racially motivated violent incidents in the seventh grade was only 14. Only two incidents of interracial violence, which involved more than two students, occurred in the school and of these, only one was considered to be directly related to race. That incident involved only one student in actual violence. Academic achievement in the school is still slightly behind national norms, but the rate of achievement in the seventh grade exceeds the national norms. These descriptions of a junior high school would likely be welcomed by the staff and community of most urban integrated school districts.

The BACSTOP Project was implemented to address some of the negative problems facing the school in 1971-72. During the time that BACSTOP has been in operation, changes have been occurring within the school. But, the evaluation staff would immediately caution those who are looking for causal relationships between the BACSTOP program and simultaneous changes in the school, that it is <u>not</u> possible to establish a direct relationship between the two. In the absence of controlled experimental conditions, which simply could not have been created in this situation, causality can not be established. Other social factors could and undoubtedly were occurring in both Battle Creek and the larger social context of public schools, which would promote changes in student behavior in any school. Without measuring these factors, or controlling for them, inferences are limited. Furthermore, the evaluation instruments and perspective which was used in 1974-75 were not completely consistent with the types of information gathered in the previous three years. This, too, limits the ability to draw firm and conclusive inferences about the effect of BACSTOP upon the students and the social climate in Northwestern Junior High School.

Nevertheless, attention should be paid to changes which have occurred in the school during the years in which BACSTOP has been operating. Important changes did begin to occur in 1972-73, which was the first year that BACSTOP activities began. In 1972-73 there were 132 separate incidents of interracial violence in the seventh grade alone. BACSTOP began the following year and at the end of that year, there had been 44 such seventh grade incidents, a drop of 66.6%. Each succeeding year has seen a corresponding drop in the number of those incidents. Also, although no record of the actual number of large group, or "snowballing" incidents were kept during the 1971-72 year, we know that there were several such incidents that year which totally interrupted the academic activities in the school. By comparison, in 1974-75 no such incidents occurred at all.

Table IV-1: Rate of Gain in Academic Growth
in Seventh Grade over Four Years
Comparison is Based on National Norms

1971-72	.90 months per month
1972-73	1.10 months per month
1973-74	1.00 months per month
1974-75	1.14 months per month

In considering academic achievement at Northwestern Junior High School, the seventh grade students were performing below the national average in 1971-72. In 1972-73, following the first year of BACSTOP operation, those seventh grade students had achieved 1.1 years of growth. In 1971, 72, the seventh grade students were achieving a per/month rate of growth which was only .9 that of the national average as they entered school. In 1972-73 the seventh grade students were achieving a per/month rate of growth which was 1.10 that of the national average. In 1974-75, the first year during which all students in the school had experienced BACSTOP, the seventh grade students were achieving a per/month rate of 1.14 times that of the national average. It is possible to state that during the time that BACSTOP has been in operation, there has been a simultaneous improvement in the rate and amount of academic achievement of the seventh grade students at the school. Correlation cannot be established between these two situations: in other words it is not possible to say that BACSTOP and gains in achievement were directly related. Yet, they did occur at the same time. And it certainly is possible to state that academic achievement in the school was not affected adversely by the fact that students spent a considerable number of days in activities which were not directly academic in nature.

All evidence considered, the evaluation team feels that a number of things can be stated about the presence of the BACSTOP program in Northwestern

Junior High School: There is a notable parallel between the presence of BACSTOP and a drop in the level of interracial violence in the school. There is strong evidence that during the implementation of the program, a worthwhile level of positive biracial interaction occurs. There is no evidence to suggest that the operation of such a program adversely affects academic achievement; in fact the program appears to be related to positive gains. Certainly, many positive changes have occurred in the school since BACSTOP has been implemented. While other factors may account for some of these changes, it is the opinion of the evaluation staff, that the BACSTOP program was a positive contributor to those changes. The limitations of evaluating effective programs prohibit establishing either causality or the degree of influence. But the evaluation team feels that BACSTOP is a factor of major importance in improving the educational quality and the social climate in Northwestern Junior High School.

B. RELEVANCE OF OBJECTIVES TO NEEDS

The needs, paraphrased from section I of this report, were concerned with:

1. faculty attention to keeping order and consequent lack of attention to teaching

2. student violence, low achievement, with resulting parental concern

3. a general pattern of racial separation in the school

The school was preoccupied with biracial strife, and academic growth was below national norms. The immediate need was to "stop the bleeding", to halt the interracial conflict and violence. The BACSTOP project has two related goals, 1) to reduce negative biracial interaction and 2) to increase positive biracial interaction. A concern with academic achievement was implied but was not written into the goals. Another need perceived only in retrospect was for a means of evaluating the level of success of whatever delivery system was implemented.

The four BACSTOP product objectives constitute a reasonable operationalizing of these goals. These objectives are:

1. to increase the level of positive biracial interaction

2. to maintain the present low level of racially motivated violence

3. to measure the degree of "snowballing" in biracial incidents

4. to measure the level of academic achievement

The only criticism might be that the third and fourth objectives are somewhat conservative. We concur, but maintain the argument that fairly specific baseline data is needed before reasonable quantitative objectives can be created. The difficulty in identifying an increase in positive biracial interaction was in part due to a lack of such baseline data from earlier years. In fact, the data collected regarding both "snowballing" and academic achievement were highly supportive of a strong

BACSTOP impact.

In general, it is the opinion of the evaluators that the objectives are appropriate in the light of the needs. The objectives are good operationalizations of the goals, and the goals are direct and adequate statements of response to the needs as initially determined in the 1971-72 school year. Further, the specific objectives for the 1974-75 school year also responded to the emerging need for data describing the level of success of the BACSTOP porgram.

C. USEFULNESS OF THE INFORMATION GATHERED

To this point it has been argued that Northwestern is a successful school and that BACSTOP is one element which seems to be contributing to that success. The needs expressed in 1971-72 were addressed by BACSTOP, and those needs have been met. Yet we are faced with a frustrating inability to make strong inferences about the extent to which BACSTOP caused the changes observed. The evaluators are convinced that BACSTOP caused the changes observed. The evaluators are convinced that BACSTOP is a significant contributor to the desirable conditions which now prevail at Northwestern. In pursuit of stronger inference in future evaluations we offer the following commentary.

i) Evaluation design should precede implementation. This year the evaluators were not identified until August. Design is a large task, it was not accomplished until October when data collection began. Early funding by MDE and early action by project administrators could solve this in the future.

ii) A year is not enough. The most convincing arguments in this report are usually those based on longitudinal data. In 1972, Northwestern was in crisis and funding was needed at once. But in many cases, projects could be minimally funded for a pre-implementation year just to collect baseline data.

iii) Students associate with friends who are in turn neighbors. It was felt that much of the tendency to interact with same-race partners was caused by this phenomenon. In the future, choice patterns could be compared with geography to see whether segregated neighborhoods were depressing biracial interaction in the school setting.

iv) Attitude tests may be useable. In spite of the validity problems, and problems in obtaining informed consent, it may be useful to administer some type of standardized attitude test to complement behavioral measures. Thus we could test the assertion that lack of biracial choice does not reflect any prejudice.

v) Other schools should be assessed. While no school is so equal as to be a perfect "control group", it would be useful to expand the data base by collecting comparable data from other urban schools, and not just in Battle Creek.

vi) True experimentation is possible if not practical. It would

be desirable in the experimental phase (1975-76) to randomly assign students to BACSTOP and non-BACSTOP treatment groups. Measures similar to those here could be taken using individual students as the unit of analysis. This would allow strong inference about the impact of BACSTOP on students.

Evaluation funding is counterproductive. The small amount of money available for evaluation bought a large amount of time this year. The continual efforts of the director contributed to this. His time could, however, be better spent. If MDE and/or USDE want high quality evaluation data, they should implement a policy whereby a percentage of funding is set aside for that task. Furthermore, responsibility for evaluation of projects might belong to MDE or USDE.

D. RECOMMENDATIONS

Recommendations regarding evaluation are included in the section immediately above. The remaining judgements concern the project itself.

The evaluators are both highly trained and experienced in outdoor education and also have diverse experience in junior and senior high schools. Both are very familiar with and supportive of the philosophy and methods of BACSTOP. Nevertheless, both are committed to the data rather than their imaginations. The recommendations in this section are as objective as they are supportive.

i) The BACSTOP program should be continued at Northwestern.

ii) BACSTOP should be implemented in at least one other site only if random assignment - or similarly strong design - is possible.

iii) Validation efforts should be accelerated so this project can be implemented at other sites.

iv) Data gathering should occur in a variety of other sites to determine whether 34% interaction is a 1) common, and 2) adequate level.

v) If experimental implementation in a second school confirms the evaluators' opinions concerning the power of the BACSTOP method, the local district should assume all funding if the goals are deemed worthy.

APPENDIX

This survey will help to measure some of your ideas and feelings about school. It is like the political polls which ask people who they would like to have as President. It's short, so that you will have time to think carefully about your choices. Just fill in the blanks.

1. My name is _____.
2. My Social Studies teacher is _____
   and we meet period _____.
3. My favorite class is _____.
4. The other country I would like to visit most is _____.
5. If I were choosing two people from this class to go on a camping trip with, I would choose:

   _____.

   _____.
6. The TV character who is most like me is _____.
7. If I was invited to a party and was told that I could invite two other people from this class, I would choose:

   _____.

   _____.
8. The thing I like best about school is _____.
9. If I were choosing two partners from this class to work on an important homework assignment with, I would choose:

   _____.

   _____.
10. Of all the movies I have seen, the one I liked best was _____

    _____.

NORTHWESTERN

JUNIOR HIGH SCHOOL

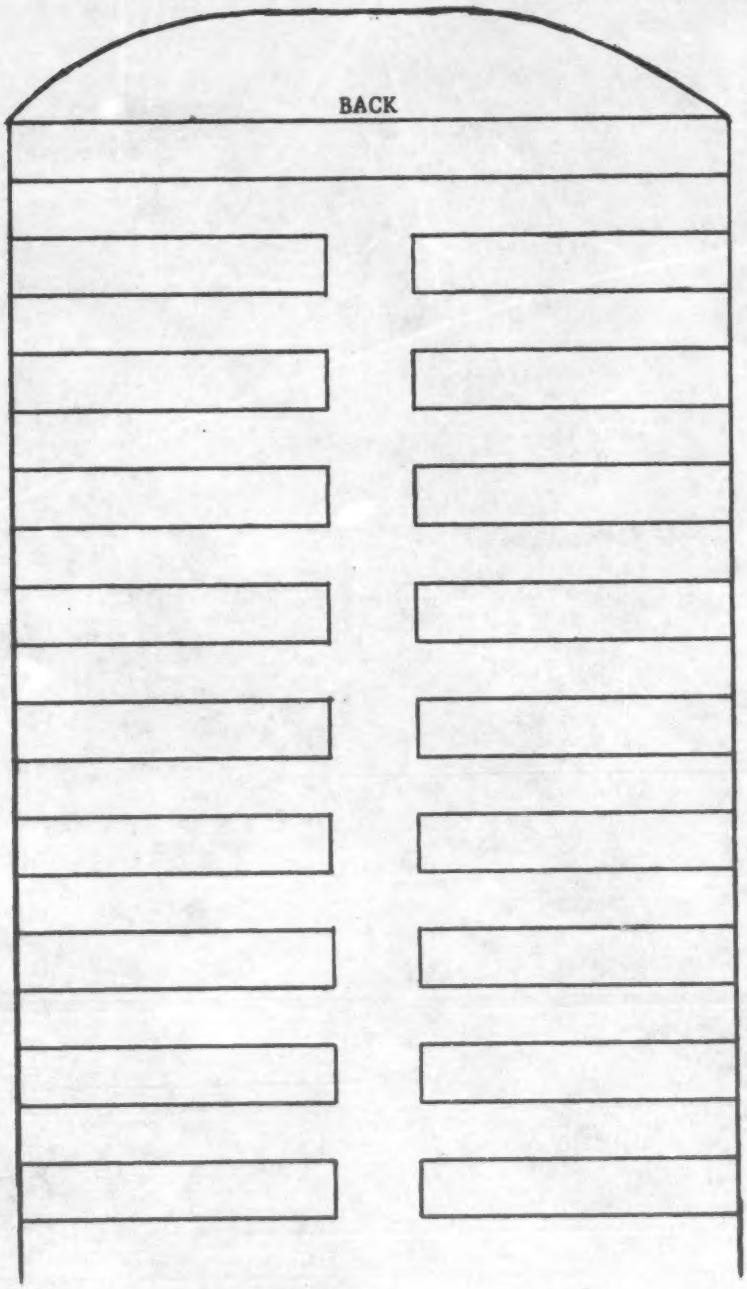
ACTIVITY_____

DATE_____

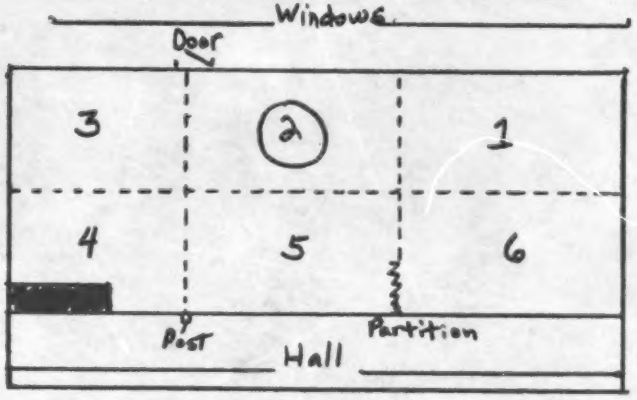
GROUP_____

PRE-POST_____

BUS



Cafeteria Section



Legend

Table of Blacks only ... B
Table of Whites only ... W
Mixed Table ... M
Unoccupied Table ... U
Special Health Table ...

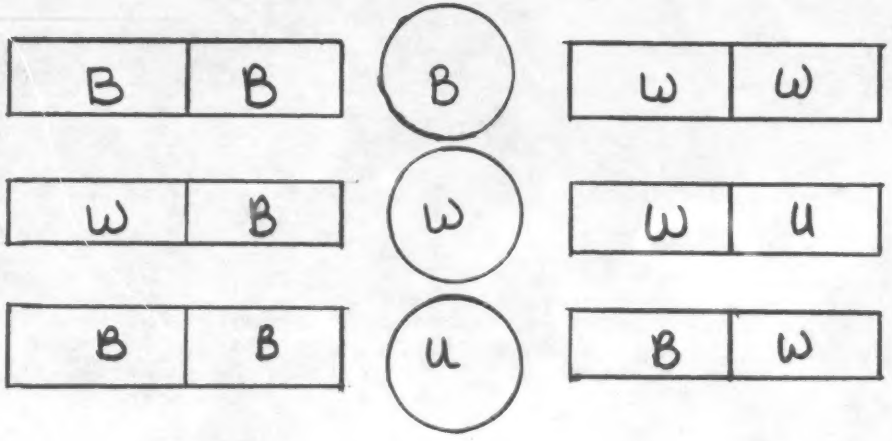
BACSTOP

Self-grouping Analysis

1974-75

Lunchroom Analysis
Period 1
Date 10/16/74

Section: 2



NORTHWESTERN JUNIOR HIGH SCHOOL
REFERRAL BLANK Date_____

_____ is referred to_____
Name of Student

Specific Details of Incident:

To be Filed Only | Not Serious-- Counsel at first Opportunity | Serious | Very Serious | Extremely Serious

Signed_____

Action Taken:

_____Expulsion
_____Suspension
_____Return to class with strong warning
_____Letter sent home
_____Telephone call to parent
_____Teacher conference with parents
_____Other_____
_____

Date_____ Signed_____

October 24, 1974

To: Northwestern Staff

From: J. Knowlton

Re: Racially Related Referrals and the Treatment of Same

For the purposes of keeping an accurate record of the number of racially related referrals during the 1974-75 school year, I have developed a procedure which I am asking you to adopt and follow.

1. Refer all student problems through normal channels.
2. Whenever there is a referral involving a black student and a white student who are in conflict with each other, please send me a copy of the referral, in addition to the grade principal.
3. I will contact you for a follow-up on such an incident.

Please use the following in determining whether an incident is racial. If you are in doubt, please oncsult with me.

Generally speaking, a racial incident is:

A. Two or more students representing both black and white backgrounds becoming physically or verbally involved in a disagreement <u>because of race</u>.

<u>Example</u>: Two students, one black and the other white, arguing about the possession of an object (book, pencil, potatoe chips, etc.), and becoming verbally aggressive to the point of being physical. The issue seems to fade into insignificance, and it appears that one of the students is trying to get something going, by using the issue. Dialogue is characterized by threats and references to color or race.

B. Two or more students of the same racial background becoming physically or verbally involved in a disagreement <u>because of racial attitudes</u>.

<u>Example</u>: White student(s) verbally or physically picking on another white student because he has made friends with and associates with a black student.

<u>Example</u>: Black student(s) verbally or physically picking on another black student because he has been socializing with white students.

C. Students not directly involved in an incident taking sides with those who are involved on the basis of color. Black students supporting the black participant and/or white students supporting the white participant, regardless of the situation.

Example: Two students, one black and the other white, have a minor disagreement in class. They seem to be able to settle it, but some of their associates prevent this by verbal encouragement to prolong the discussion.

Example: Two students, one black and the other white, physically involved in a fight. Other students giving either verbal or physical support to one of the participants of the same color as the supporter(s). No incidence of crossover (white(s) supporting black(s) or black(s) supporting whites(s)).

It is possible that support may be both on the basis of race for some and on the issue for others. In such a case, the situation will have to be thoroughly analyzed and reported in detail.

One of the strongest arguments for having a BACSTOP program is the reduction in racial hostilities we have experienced in the last few years. For the purposes of evaluation, data concerning the incidence of racial incidents is most important.

Thanks.

BACSTOP Evaluation Follow-up

Teacher_____ Students_____ B W

Date_____ _____ B W

Location_____ _____ B W

_____ B W

Please describe in detail what led up to the incident.

Were references made to race or color? Please specify. Use the exact words, if possible.

Other than the main participants, were other students verbally or physically involved? Please provide the names of these students, and a detailed account of their involvement.

Review Committee: _____.

Determination: **____ Racial (A,B,C) _____,

_____ Non-racial _____

Table Showing Percent of Actual Biracial Interaction Which Was Actually Achieved During Ropes Course.

	Group (Boys)		Group (Girls)	
Pre-Departure Cafeteria Seating	A	N.A.	B	75.00
	C	8.33	D	0.00
	E	17.65	F	14.29
	G	21.05	H	18.18
	$\bar{x}$(Boys)	15.67	$\bar{x}$(Girls)	26.86
	Total Cell $\bar{x}$	19.31		
Departure Bus Seating	A	33.33	B	0.00
	C	0.00	D	0.00
	E	18.18	F	16.67
	G	25.00	H	16.67
	$\bar{x}$(Boys)	19.12	$\bar{x}$(Girls)	8.08
	Total Cell $\bar{x}$	13.50		
Rail Interaction on Arrival	A	30.00	B	12.50
	C	40.91	D	25.00
	E	33.33	F	9.01
	G	10.00	H	N.A. *
	$\bar{x}$(Boys)	28.56	$\bar{x}$(Girls)	15.50
	Total Cell $\bar{x}$	22.96		
Post-Activity Return Bus Seating	A	15.38	B	N.A. *
	C	0.00	D	N.A. *
	E	13.33	F	8.33
	G	0.00	H	18.75
	$\bar{x}$(Boys)	7.18	$\bar{x}$(Girls)	13.54
	Total Cell $\bar{x}$	10.36		
Post-Activity Cafeteria Seating	A	N.A.*	B	0.00
	C	42.86	D	0.00
	E	25.00	F	8.33
	G	5.56	H	0.00
	$\bar{x}$(Boys)	24.47	$\bar{x}$(Girls)	2.83
	Total Cell $\bar{x}$	11.68		
General Mean Total Course Mean	$\bar{x}$(Boys)	19.00	$\bar{x}$(Girls)	13.36
	$\bar{x}$Whole Cell	15.56		

*Photographic Errors Destroyed Data Prior To Analysis.

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